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The business department of THE JOURNAL is on another page.

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Educational Perfunctoriness.

If we knew a clergyman who was saying to himself, "I have got to preach but two sermons and pray four times and then my vacation begins," we would not hesitate to conclude he had chosen a wrong life-business. And yet there are doubtless many whose frame of mind is thus pictured out. One of the most pathetic of the songs sung by the slaves in this country began thus: "Oh, Lord; oh, my Lord, keep me from sinking down." And this might well be a part of the daily prayer of every clergyman, for there is a temptation and tendency for him to depart from the high standard he once set up for himself.

This criticism upon clergymen who perform a perfunctory work is equally true for teachers. The teaching at Eton had become so mechanical, before Doctor Arnold's time, that no man of talents could be found to occupy the management. Dr. Arnold was not pedagogical, but he was honest, high-minded, and scholarly, and what more would you ask to begin with? He introduced the word "earnest" into preaching and teaching and into life in general. He abominated the perfunctoriness that had taken possession of the schools, churches, and homes. Doctor Arnold became a power and is a power to this day because he stood for honest activity in accordance with the sentiments or creed that underlay his work.

The teacher is exposed to many temptations to do his work perfunctorily. He is expected to love his pupils, to seek their mental welfare, to make that part of the world where he labors a good deal better for his having been there; all these things he usually promises himself when he undertakes teaching. But a visit to many school-rooms shows the teacher to be following a set routine; the pupils stand in rows and read and spell; they put figures on blackboards; they write in copy-books; in short, they are going through certain school motions. The teacher has become perfunctory and so have the pupils.

Margaret Fuller speaks of the effect of a certain teacher upon her: "All the dreariness that had hitherto been associated with the school-room was gone; the things he taught us were a part of his life; it was no longer drudgery to learn."

Superintendents tell us the great obstacle is that teachers fall into a routine after a short experience and that it is impossible to extricate them therefrom;

and, further, that the cause of this is the feeble scholarship of the teacher. A locomotive is sometimes pushed into the snow drift that lies across the track; there is heat enough to move the wheels around, but the surrounding snow produces a chill and they go slower and slower and finally stop. The teacher is surrounded by a company of dark-minded children; she produces, as she thinks, enough light for them; her stock is small and she is daily exhausted.

This is the usual diagnosis of the case. This explains why the school boy crept unwillingly to school, as the writers without exception made him, until Pestalozzi and Froebel appeared to rescue teaching from the stigma that had fallen upon it. But students creep unwillingly to the recitation room of the professor who has made vast acquirements of knowledge. The truth is, both are unattractive when they become merchants of knowledge.

The teacher and the preacher must feel—be the cost what it may—as they stand before the groups that listen to them, "I am here to give you a more abundant life." The latter must be able, like the late Rev. Dr. Charles F. Deems to say when he had preached a sermon, "Now I feel better; I had something to say to you and I have said it." And the teacher must feel as the day closes that she had an opportunity for which she feels thankful, to make her pupils understand themselves and their surroundings better.

But how can she do this? She answers at once that they will attain to a more abundant life by (mainly) becoming students. And does not this point out precisely the means by which she will prevent herself from becoming a perfunctory teacher? Must not every teacher and preacher be a student? The case was lately noted in the papers of a preacher who had occupied one pulpit for fifty years, and it was stated that his library contained over three thousand volumes; his permanence was probably due to the library.

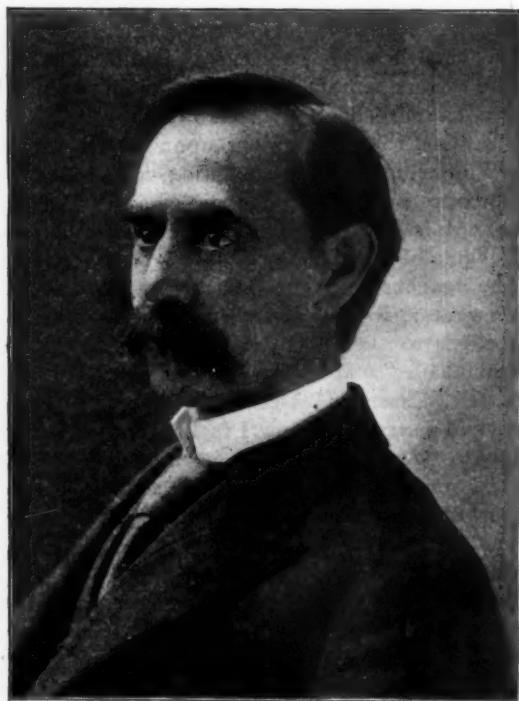
The superintendent of a city was asked to name five superior teachers, another city being in search of several. He knew those who had staying power were needed, not those who were merely in possession of showy methods. He thought over school by school and gave the names, saying: "Those are solid through and through, they make it a business to learn year by year;" one was a student of German, another of architecture, another of history, and so on. But they were not students because they hoped to be selected for other places; in this case nearly all declined the higher salaries. They were students for conscience' sake; to be perfunctory teachers, doing the high duty of enlightening others for a few paltry dollars they felt to be unworthy of themselves; and, finally, they were happiest thus.

Grading and Promotion.

Report of Conference held at Chattanooga Department of Superintendence, N. E. A.

By general consent the conference Thursday afternoon, conducted by Dr. Edward R. Shaw, Dean of the New York University School of Pedagogy, was considered the most profitable and practical discussion of the meeting. The subject was "Grading and Promotion With Reference to the Individual Needs of Pupils." Unlike the conference on school hygiene, all the principal speakers announced on the program were present in person, and a lively interest was manifested by the large audience in attendance. Dr. Shaw opened the discussion in the following words :

The subject before us for discussion this afternoon is not only an important one, but it is also a timely one, inasmuch as various attempts are being made in different parts of this country to advance pupils as fast as possible, instead of holding them for regular yearly and semi-yearly promotions.



Dr. Edward R. Shaw, Dean of the New York University School of Pedagogy.

This is not the first time that this problem has been before the Department of Superintendence. At its Boston meeting, in 1893, Supt. Cogswell presented a most suggestive and commendable plan for the completion of the grammar school course in three different periods of time, and in four ways. At the meeting of the department at Cleveland, in 1895, another plan was presented. The presentation of plans here-to-day will be much larger than the department has heretofore had the pleasure of listening to.

In all attempts at grading and promotion, with reference to the individual needs of pupils, there are certain conditions which must be reckoned with, and which must, on no account, be lost sight of. The problem must be considered from two points of view—the needs of pupils on the one hand, and on the other, the demands imposed by the course of study and the school system itself.

With reference to the needs of the pupils, the superintendent must first take into consideration the different degrees of natural ability on the part of the pupils who compose the school. Secondly, he must consider the rapid and slow stages of mental growth that occur in nearly every pupil. The third factor in the problem, from the standpoint of the pupil, is the matter of the absence of pupils from school and some means

of making up the time lost by such absence, this absence arising either from sickness, or from the embargo laid by the board of health upon homes and localities where infectious diseases have been prevalent.

With reference to the second point of view, the problem must also be considered with reference to the demands of a proper course of study. The newer conception of what should constitute a course of study must not be sacrificed or violated in any scheme for the irregular promotion of pupils. It is not a difficult matter to move pupils on through the grades at irregular intervals, when the acquirement of so much book knowledge, in a formal way, is all that is required. The problem becomes a much more serious and difficult one when constant provision is made for the thought side of education, as above the formal side. The real test, then, of any plan of promotion with reference to the individual needs of pupils must lie in its power to satisfy our newer conception of the course of study and our newer ideas of teaching.

Considered with reference to the school system, the value of any such plan of grading and promotion depends upon whether the plan can be transmitted and carried out by a superintendent's successor. Unless this is possible, the plan will not satisfy. A system of promotion that is a paternal one, in other words, one that has to be cared for from week to week according as exigencies may arise, is not a plan that will commend itself to the minds of progressive, yet conservative, school men. The problem, then, of grading and promotion to meet the individual needs of pupils is a large problem, and one that must be carefully considered.

Dr. Prince on Massachusetts Plans.

Dr. John T. Prince, of Massachusetts, whose articles in *The School Journal* have proved very helpful in the solution of many problems connected with the grading and promotion of pupils, read a paper describing "Some New England Plans and Conclusions Drawn from a Study of Grading and Promotion." The principal ideas and suggestions presented in the paper are as follows :

In response to letters of inquiry addressed to prominent school superintendents throughout the country, a number of interesting facts and conclusions have been gathered by Mr. Prince. Among these the following are specially noted :

The written examination as the sole means of ascertaining pupils' fitness for promotion seems to be passing away. The teachers' judgment alone generally determines the class in which pupils of the primary schools are placed. Promotions from grade to grade, in two-thirds of the grammar schools reported, are based upon the combined judgment of the class teacher and that of the superintendent or principal.

The intervals between classes or grades, in about two-thirds of the cities and towns reporting, are one year. In the other third, the intervals are one half year or less. Several places report shorter intervals for the primary schools than for the grammar schools.

In about one-half of the cities and towns reporting, special provision is made for individual promotions. Where special provision is made for advancing pupils out of course, the widest difference of practice and of results is reported. In some cases the teachers are asked to report all pupils who are deserving of such promotion. A list of these is kept by the principal or superintendent, and special facilities are afforded those who desire to be advanced. A few superintendents cause each grade to be divided into two sections—according to scholarship,—thus enabling pupils to pass more easily from one grade to another during the year. In primary schools the pupils of a single class are sometimes divided into three groups in the same way.

Several cities and towns report the opening of an ungraded school in each of the large graded-school buildings. In this school are placed backward pupils, or such pupils as cannot be readily classified. Here, too, are pupils who are trying to get into a higher

grade. The superintendents speak in unqualified terms of the good accomplished by these ungraded schools. In some places the same end is reached by one or more assistants going from school to school, in a building, to assist backward pupils, or pupils who are trying to get into an advanced position.

A number of superintendents, whose schools have the one-year interval between classes, report a plan of dividing the classes into small sections in two or three essential subjects, and of permitting pupils who do especially well in those subjects to be pushed forward. Elizabeth, N. J., is a conspicuous example of this plan of classification, the details of which were published in the "Atlantic Monthly" for June.

The plan pursued in Cambridge, Mass., deals only with the grammar school course, which is supposed to cover six years' time of pupils of average ability. A few weeks after entering school in September, pupils are separated into two divisions, according to ability, one called Grade A, the other Fourth Grade. The pupils of grade A aim to complete the course in four years. The pupils of the fourth grade aim to do, each year, only one-sixth of the work prescribed for the grammar school. The grades of these pupils, in succeeding years, are known as fifth, sixth, seventh, eighth, and ninth. At the beginning of the second year, the pupils of what was grade A, now called grade B, go into a room with pupils of the sixth grade. During the first part of the year, the pupils of the sixth grade are in advance of grade B; but owing

promotion. The nominal time for the completion of the primary school course is three years; but many complete it in much less time. In each of the grammar grades the essential features of the entire work prescribed for the year in language and arithmetic are taken during the first half year, and those pupils who have most successfully performed the work are promoted at the end of the half year to the next higher grade. During the second half year a more minute study of the topics in language and arithmetic already pursued is made, by which an opportunity is afforded for new pupils to do the work of the grade, and for those who have done it imperfectly, to review it. By this plan bright pupils are given the opportunity of passing through two grades in one year. It is evident that no one plan is suited to all places; and yet it is possible to select certain common elements of excellence, and from them derive some principles of value to all who are seeking to solve the problem of making such grading and promotions as will give pupils the largest measure of opportunity. To these principles may be added the following:

1. The opinions of superintendents generally favored intervals between classes of less than one year. First, then, among the principles of grading, may be placed the making of as short intervals between classes as circumstances will permit.

2. Regular times of grade or class promotions are desirable, with special arrangements for the promotion of individual pupils, or of sections of pupils, whenever they show their ability to perform the work of a subsequent grade.

3. "Double promotions," where the intervals between the classes are one year or more, and where there is no arrangement by which the work in sequential subjects of all grades is covered, may be a benefit to some pupils in the saving of time, but are likely to be attended with dangers that do not offset the benefits gained.

4. Pupils should not be heard in recitation together, but should be separated into two or more divisions, one division being given opportunity for study while others are reciting.

5. Promotions from grade to grade should not depend wholly upon examinations made by a person other than the class teacher.

6. Provision should be made for reviews at such times and in such subjects as will permit rapidly advancing pupils to lose no part of the work outlined in the course.

7. Wherever possible, the help of one or more assistants should be secured, to give assistance to backward pupils or to pupils endeavoring to work into a higher division or grade.

8. For the purpose of knowing the needs of individual pupils, a teacher should be in charge of the same class of pupils for at least one year.

9. Attention to the needs of individual pupils demand that in no case should there be more than forty pupils to a teacher. Where the ages and attainments of pupils are widely different, no teacher should have more than twenty-five pupils.

The Elizabeth Plan of Grading.

The Elizabeth plan, well-known to most of our readers, was described in its main features by Supt. W. J. Shearer as follows:

The Elizabeth plan of grading is the result of an attempt to work out a system which will so combine the advantages of class, group, and individual teaching as to make it possible to suit the instruction to the needs of the individuals, and enable each to go just as fast as the work can be done well, and no faster. It is no mere theory, but is a plan which has stood the test of a ten years' trial, and its claims are based on the good results which have followed its adoption in several cities, under varying and unfavorable conditions. The plan described is in use in every class-room in the city of Elizabeth.



Dr. John T. Prince, of Massachusetts.

to superior ability, in the latter division, they all come together during the latter part of the year. At the beginning of the third year, the pupils of grade C recite with the pupils of the seventh grade for a few weeks, when a readjustment is made—the abler pupils aiming to finish the course in two years, leaving the others to finish it in three years.

All promotions, according to this Cambridge plan, are made by the class teachers, under the direction of the principal and superintendent. No pre-announced examinations are given, but there are frequent reviews given by the teacher. A feature that has helped the plan to succeed is the employment of a special teacher in each building, to assist pupils who are behind their class or who are trying to get into an advanced class. This is, however, no essential part of the plan.

In Woburn, Mass., a plan of "double promotion" has been attended with good results. In the primary schools the interval between classes is made short by dividing the pupils into small sections. As there are three or more class sections in each room, the class intervals are so short as to permit frequent changes, the section rather than the grade being the unit of

CHARACTERISTIC FEATURES.

Pupils are promoted to advanced work whenever ready for it, instead of being promoted at a time arbitrarily determined. Surely, there is no good reason why the time of year should determine a pupil's promotion to advanced work. All must agree that it should be determined by acquired ability, rather than by lapse of time. That, under this plan, it is entirely feasible for pupils to go forward at any time, is shown by the fact, that, during the past year, sixty per cent. of the pupils did so. But for this plan, all these would have had to mark time until the rest were ready to go forward.

Instead of having pupils roughly sorted into large, loosely-graded classes, in which the classification must grow more and more unsatisfactory as time passes, those of very nearly equal ability are placed together in a room. The number of divisions in a grade varies with the number of rooms of the same grade in the building, with the importance of the subject, with



W. J. Shearer, A.M., Supt. of Schools, Elizabeth, N. J.

the efficiency of the teacher, and with other limiting conditions.

While the usual plan provides for but eight divisions below the high school, this method has from thirty to sixty. Pupils can easily pass from one division to another at any time when they are found to be either ahead or behind their companions. The need of re-classification, as well as its feasibility, under this plan, is shown by the fact, that, during the past year, almost seventy per cent. of the pupils were moved to other divisions between the regular times for promotion.

In place of almost entirely losing sight of the individual, this plan demands attention to the peculiar needs of each. In the essential branches, pupils work in small classes, and also work as individuals at those points where experience has shown there is greatest need of individual work.

Under this plan, such a record is sent with the pupil that, after a short study, the new teacher has the benefit of all that the previous teachers have been able to learn of the pupil. The record shows, not only what the pupils are worth in each branch, but also any defect of vision or hearing, and any other fact which may have a bearing on the character of the work which may reasonably be expected of each. Difficult cases receiving special attention and suggestions as to their management, are given for the assistance of their future teachers.

I have mentioned, but briefly, ten characteristics of the plan in use in the city of Elizabeth. Time does not permit even a brief consideration of the individual records of pupils, the extra promotion blanks, the pupils' reports, the record of work done, the report of principals, management of periods for individual instruction, arrangement of programs, certificate of time gained, basis of division, means of making sure of thorough work, number of divisions in each grade, and many other devices, which ten years' experience with this plan, has proven to be most valuable aids in securing results, without

asking too much of teachers, and without unnecessary risk to the superintendent. Some of the beneficial results which have followed the adoption of this plan are:

A FEW OF THE BENEFICIAL RESULTS.

Accurate adjustment of the instruction is possible under this plan, for the reason that pupils of nearly equal ability are always together. The most careless observer of children knows that they love to do what requires a reasonable amount of effort. When the pupils were closely graded, that work suitable to all could be assigned, the tendency to idleness almost vanished, and the need of punishment was greatly diminished in all classes, and entirely disappeared from many.

Under this plan, all other things are secondary to thoroughness in the essentials. This is easily secured, for teachers are not expected to take pupils faster than they can do thorough work. It is no longer wondered why pupils went to school so long, and knew so little when they stopped.

By this plan, the brighter pupils are allowed to move forward as fast as they can do the work thoroughly. The slower ones go no faster than they have the mental ability to do the work well. The mental and moral benefit resulting from this can scarcely be overestimated, and it is, perhaps, the most valuable result of this plan.

Statistics prove that a much larger proportion of the pupils remain in school until the higher grades are reached. In every grammar school in the city there has been an increase in the proportion of pupils in the higher grades, the average per cent. of increase for the different districts being about ten. Surely this is an important matter, for, in some cities, ninety per cent. of the pupils do not reach the grammar grades, and the reports show that eighty-one per cent. of all the pupils in the graded schools of this country are in the four lowest years of a twelve-years' course.

On all sides, much regret is expressed that so few pupils reach the high school. Less than two per cent. get to the highest grammar grade. Since this plan of grading was introduced, two years ago, the number attending the high school has more than doubled.

All deprecate the fact that pupils entering the high school are from one to five years older than they should be. During the past two years, the average age of those entering the Elizabeth high school has decreased more than one year, while the classes about to enter will still further reduce this average.

As the schools are generally managed, if any but the very brightest fall but a short distance behind the class, they must stumble along at the foot of the class, and lose a year when but a month or two behind. Because of sickness, or some of a hundred other reasons, nearly all of the pupils do lose time, and therefore fail to keep up with their companions. Statistics gathered in different cities show that eighty per cent. of the pupils lose from one to four years; and for every one hundred pupils in the schools examined, there had been from one hundred to three hundred years lost. Under this plan, if pupils fall behind their class, they drop into a class but a short distance behind the one left. As promotion may come at any time, this lost ground is easily recovered. The records in Elizabeth show that, except because of absence, very few lose any time.

Under this plan, ninety per cent. of those who go through the primary grades, or farther, will gain from one to four years. The teachers' records of several thousand pupils, show that, during the past year, over eighty per cent. of the pupils in Elizabeth gained from one to seven months' time; while the average gain was over three months. This they did without any urging, and almost without their knowing it.

In most schools, pupils recite nearly all of the time, and there is but little time left for the preparation of lessons in school, where most of the lessons should be prepared. For this reason, either the lessons are not prepared, or they are prepared under the direction of the parent, who should not have to instruct their children, even if they are qualified to do so. With this plan, the pupils have more than one-half of their time in school for the preparation of their lessons. Thus they may be prepared under the direction of the teacher, who is best qualified, both by knowledge and experience, to give the pupils the assistance which they should have, and whose duty it is to relieve the parents of this task. Time is provided both morning and afternoon for individual help.

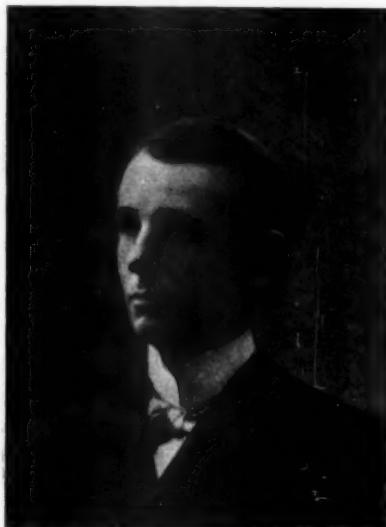
If pupils receive the same amount of instruction as they would under the usual plan, they would get it in much less time. Pupils now average a loss of about two years. Under this plan, they will average a gain of not less than two years. Thus there would be saved to the district what it would cost to instruct a pupil for that time. When this is multiplied by the

number of pupils, the financial saving becomes apparent. Add to this the amount saved by the lengthening of the pupils' productive lives, and the gain is enormous, though not to be compared with the gain in improved mental habits.

(Abstract of paper read by Supt. Shearer, of Elizabeth, N. J., before the School Principals' Association.)

The North Denver Plan.

The paper by Supt. James M. Van Sickie, of Denver, was considered by many the best one submitted at the Chattanooga meeting. An abstract will appear



Supt. J. H. VanSickle, East Denver, Col.

in a later number. It explained the plan of the North Side schools of Denver, which are under Mr. Van Sickie's supervision.

Discussion.

The discussion was opened by Supt. R. H. Halsey, of Binghamton, N. Y. Supt. Coleman explained the method of promotion introduced by him in the schools of Le Mars, Iowa. His straightforward manner of pointing out the practical workings of each feature in



Supt. R. H. Halsey, Binghamton, N. Y.

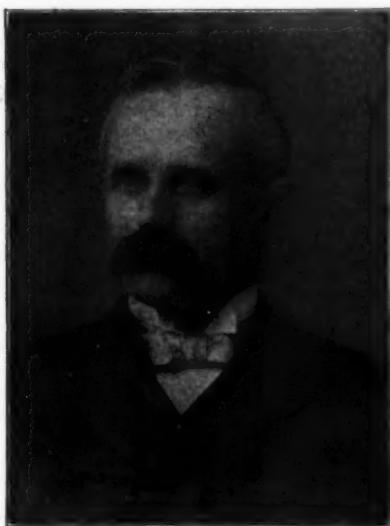
detail was heartily approved by all who had come to hear what is actually done in school systems. Prof. W. S. Sutton, of the University of Texas was unable to take part in the discussion. He was taken ill before he arrived at Chattanooga, and was under the physician's care up to the time of the closing session.

Work of High and Grammar Schools.

(Abstract of an address given by Supt. T. M. Balliet, Springfield, Mass., before the Woman's Political Class, of that city.)

In my annual report of the schools for 1896, I spoke of the necessity of three kinds of special schools. These schools are to be for pupils who are in special need of individual help and cannot, or do not, get much profit from class instruction. There are a number of overgrown pupils in our primary schools, who are much larger and from four to six years older than the majority of children. These pupils are, in many cases, the children of immigrants, and are struggling with the English language. Many are children who have been neglected by their parents. There are several such children in every primary school.

Another special school needed and spoken of in the report referred to, is one for incorrigible boys. In many of our school-rooms there is found one boy, sometimes two, who gives the teacher more trouble than all the rest of the pupils. It is not just to the other pupils, nor to the teacher, that such boys should be allowed to remain. They should be placed together in a separate room. It has been found that such boys are much more easily managed by themselves than when scattered among other pupils. Such schools have been in successful operation in some of our cities for a number of years. In some cities they are called parental schools; in others, disciplinary schools. Boys usually come out of these schools at the end of six months or a year much changed in their conduct.



Supt. T. M. Balliet, Springfield, Mass.

A third kind of special school we need is a school for children who are backward and slow, and for such as are slightly feeble-minded. The proper place for children who are very feeble-minded is not the public schools, but a state institution. But there are children scattered through our schools who are slightly feeble-minded whose minds can be developed so that they will become brighter than some other children who are not feeble-minded, but who have been neglected. Most of these feeble-minded children belong to parents who cannot afford to educate them privately. The result is, that they soon drop out of school and grow up helpless unfortunates. Many of them, no doubt, will become inmates of almshouses, if they are not educated so as to become self-supporting. Beyond the kindergarten and the first two years of the primary schools, they can get no good from the public schools. By that time they begin to realize that they are not like other children; they become sensitive, and are made objects of ridicule by the other children. Placed by themselves, they are saved from this annoyance.

The traditional notion that feeble-minded children are made bright by associating with normal children is an exploded one. No expert would advocate it. Separating them from other children is an advantage to them. They do not lose hope, as none of them advance much faster than the rest.

Thrown in with other children, they soon realize that it is hopeless for them to try to keep up with their classes.

We are in need of vacation schools during the summer for the children who are now living in the streets for the two months. Children who cannot go away for the summer, and do not have good homes, are better in school than on the street. Such schools have been established in some of our cities with much advantage. Children attend only half a day, the work is made easy, and there is plenty of variation. Vacation kindergartens would be a blessing to many poor mothers, as well as to their children. In Cambridge, the manual training school is kept open for six weeks during the summer vacation, and is very popular.

High schools are not what they were years ago. They have virtually become the colleges of the people. Our high school, small as it is, has more students than either Yale or Harvard had sixty years ago. The course gives as good training as the course in these colleges gave in those days. The discipline and the teaching are better. The pupils of our high school are about as old and as mature as college students were then. Boys entered Yale and Harvard then at 12 to 16, just as they enter high schools now. I explained, four years ago, in an address to the first high school commission, that we should ultimately have three high schools differing in character. We shall have a literary high school to fit for college, and to give pupils who do not go to college a good literary education. We shall need a separate manual training high school, and ultimately a separate commercial high school. We already have a manual training school; all we need is to establish a commercial department in our high school. This would have been established several years ago if there had been room in the old high school. I am planning for a three-years' course, which may be made four, whose aim will be to give young men the best training possible for managing business affairs. The course will contain, besides the usual business branches, political economy, finance, transportation, commercial geography, the history of commerce, commercial law, and a number of the literary and scientific studies now in the high school course. Besides this advanced course, there will be an opportunity given to pupils who want to learn stenography, typewriting, bookkeeping, etc., to learn these branches in the shortest time they can be taught thoroughly. The studies in all the courses will be as nearly as possible the same, so that pupils may, in most cases, defer the selection of their course until the end of the first year. They will be better able to know what they want, and the principal and teachers will know their needs, and be able to advise them more intelligently. This is really simply going back to a custom we followed some eight years ago.

Teachers' Salaries.

If it were possible to ascertain the average income of the lawyers, doctors, and other professional men in the country, it would, in all probability, appear to be a number of times that of the average school teacher. It is a fact of common observation that young men of ambition, but of limited means, who engage in public school teaching continue at it but a short time—only long enough to accumulate a sufficiency to pay off debts, or to prepare for some other profession; and it is universally admitted that, in a financial way, a young man has far greater advantages as a lawyer, even of the pettifogger sort, than does a teacher of the finest quality. If we compare the salaries of those in the employ of the government in its various departments with the wages of public school teachers, we see that the most moderately-paid positions yield at least twice as much as does school teaching, while the most lucrative places yield many times as much as do the majority of places in public schools. Of course it would be hardly reverential to compare the highest positions in the gift of the state, as the presidency, headships of departments, judgeships in high courts, governorships, memberships in the national legislature, etc., with the best places in the public school service, but it would seem reasonable for teachers to expect that they should receive as much for their labors as a clerk or a typewriter in the employ of the government.

For the purpose of illustration, an example is furnished in

the case of the postmaster and the superintendent of schools in a town or city of any size, say 10,000. Here the postmaster will receive \$2,500, and is allowed an assistant, who performs nearly all the labor attached to the position, thus leaving the one at the head of affairs free to engage in other lines of business, as merchant, editor, or lawyer. In this same city the school man will receive, at the most, \$2,000, and will be expected to spend every moment of the working hours of day and night in furthering the educational interests of the city, incidentally looking after the teachers, pupils, and parents thereof. He must be a college-trained man of broad experience, have splendid executive abilities, and be a model in moods and manners, so that the youth of the city may profit by his example. Another illustration may be found in comparing the county school commissioner with other county officers. At the time of election, the superintendent is always put last on the ticket, or practically so; and in the matter of salary he hardly ever receives more, but rather, usually less, than the county attorney, who, to make a safe and modest estimate, does not do one-tenth of the amount of work for the public that falls upon the school man. The man of law has abundant time to attend to private practice for private ends, and is at no expense for horses, carriages, and other means of conveyance that the county superintendent is obliged to possess; and if he had to endure such hardships as the superintendent ordinarily does, there would probably not be enough legal men left in many counties, after a time, to fill the offices. The representatives from the county to the state legislature receives ten dollars and upward per day (with expenses allowed) for his presence in the comfortable rooms of the capitol; while the county superintendent of schools receives from two to five dollars per day (bearing his own expenses) for a life of trial and privation in endeavoring to elevate the educational tone of his community.

How, now, may matters be improved so that teaching will be rated higher in public estimation, and receive due financial rewards? The answer seems simple, that legislators must recognize the importance of the teacher in determining the safety and well-being of the state. However, much may be professed by those in places of authority in regard to the education of the people being the safeguard of the nation, yet in practice they often fail to show the practice of their belief. The truth probably is, however, that legislators and statesmen have the cause of public education upon their minds less than they really think they do; and that those of other matters of public interest—the administration of law, improvements in various kinds of business enterprises, as agriculture, commerce, and so on—have absorbed most of their thoughts and sympathies, and so have profited best at their hands. From the teachers' point of view, there seems to be no factor in American life which is now, and must ever continue to be, so influential in determining the course of national development as the public education of the people; and as worth and efficiency in any calling are secured only by adequate rewards, it is evident that public school teaching will never attain the position it should take until the present discrimination against it in financial matters, at least, ceases to exist.

—M. V. O'Shea, in the "North American Review."

Scolding in the School-Room.

It is a common practice by many teachers to reserve the scoldings of the day for the few minutes before dismissal at night. There are, perhaps, occasions when censure may be necessary and beneficial, but, in the majority of cases, more harm than good is accomplished.

The average child is extremely sensitive, notwithstanding the fact that he may appear otherwise; and harsh fault-finding before others tends to imbitter him against the person who indulges in this form of rebuke. Criticism, instead of scoldings, in the form of reasoning, wherever possible, and which the child receives in private, are far more apt to appeal to his better nature, to his sense of right and wrong, than reproof delivered openly.

Outside of the sometimes lasting harm done to the feelings and dispositions of the children, the last impression made is a disagreeable one. They talk over the teacher and the school with this impression in their minds. Make, therefore, the final scene of the day a pleasant one.

School Equipment.

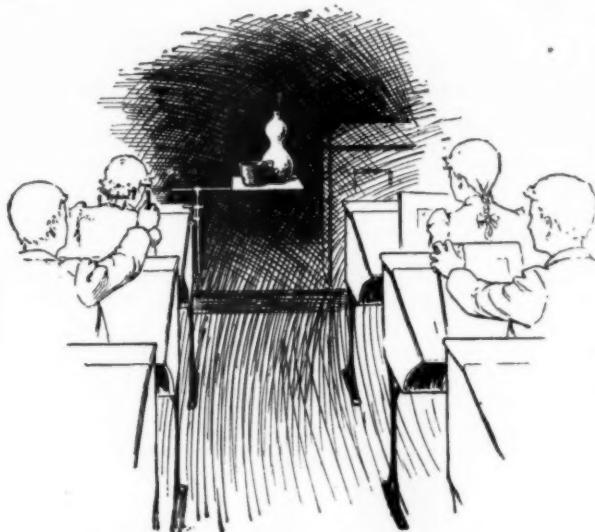
Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

The Adjustable Model Stand.

A great obstacle in the way of teaching drawing from models, casts, etc., has been the lack of satisfactory equipment for placing the objects before the class.

The new adjustable model stand, brought out by the J. C. Witter Company, solves this difficulty. It can be quickly attached to any school desk, and instantly adjusted to any desirable height or angle or length of horizontal arm. It is equally suitable for type forms, still life, casts in the round and relief, prints and studies of all kinds, including plants, flowers, and leaves.



Provision is made for a background which may be desirable in color studies or work in light and shade.

The arm which holds the shelf can be adjusted to any needed length, and turned either in front of line of pupils or in aisle to accommodate two rows. The shelf can be instantly slanted to any angle or securely fastened at a level. Any child can adjust it, and it can be easily detached from the desk and put away.

These model stands are useful for many purposes besides drawing, and every teacher will find that one or two for each aisle will make a valuable addition to the equipment of the school. (The J. C. Witter Company, 76 Fifth avenue, New York.)

The Victor Adjustable Desk.

The Victor Adjustable desk is manufactured by Thomas Kane & Company, Racine, Wis., who claim for it the four essentials of a perfect adjustable desk; namely, simplicity, of construction, strength and rigidity, attractiveness in appearance, and ease of adjustment.

The standard consists of two main pieces, the one attached to the desk sliding into the other, as shown in the cut. A ratchet fits into the teeth of the upper casting, and is so long as to hold the desk firmly. The tie block, which crosses on the inside, is tightened by the bolt, thus making the desk perfectly rigid. The connecting bar at the top of the lower casting prevents any side motion. All the castings are concave and convex, and fit tightly.

The strain comes mostly on the ratchet and tie bar, very little being on the bolt, which serves the purpose of holding the parts together. Loosening the nut will not drop the desk down. The ratchet and cog principle enables one to make the desk perfectly even without the aid of a spirit level. It can be adjusted by one person, by simply loosening the bolt, raising or lowering the desk to the desired position, and tightening the bolt again. The ratchets work automatically.

The use of the semi-revolving chair economizes floor space, and keeps the pupil in an erect position by swinging very near the desk. It will turn to the right or left, and comes to a full stop in front. The pitch of the chair can be altered by the manipulation of a ratchet, similar to those in the desk. If a



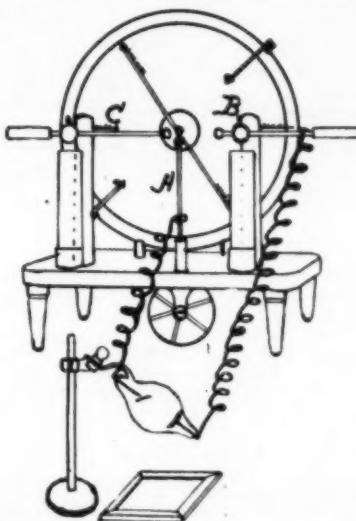
stationary chair is desired, all that is necessary is to insert a common wood screw in a place prepared for it.

The desks and boxes are made in various sizes. The desk top is of a selected hard maple, stained a light cherry. The chair is of elm, and its pedestal has a base diameter of eleven inches.

The Potter & Putnam Company, of 63 Fifth avenue, New York, are the Eastern representatives of the manufacturers.

Static Machine and X-Rays.

The School Journal of Nov. 6, 1897, published a cut and description of Stanley's Toepler-Holtz machine, especially designed for x-ray work, and manufactured by Swett & Lewis Co., 11 Bromfield street, Boston, Mass. The ordinary static machine in use in many schools may be used for x-rays by the addition of a small Crookes tube. Observe the following directions: Attach the tube to a support. Connect the concave terminal (cathode) of the tube to the negative rod of the machine. (The negative side shows a blue flame on the collecting combs.) Connect the slanting disk (anode) of the tube with the upright spark gap post. If this is not on the machine, it can be easily erected, midway between the other two posts, with its ball just a little below their top. Then have the positive pole about three-fourths of an inch from the ball of the erect post. Start the machine, let the spark jump



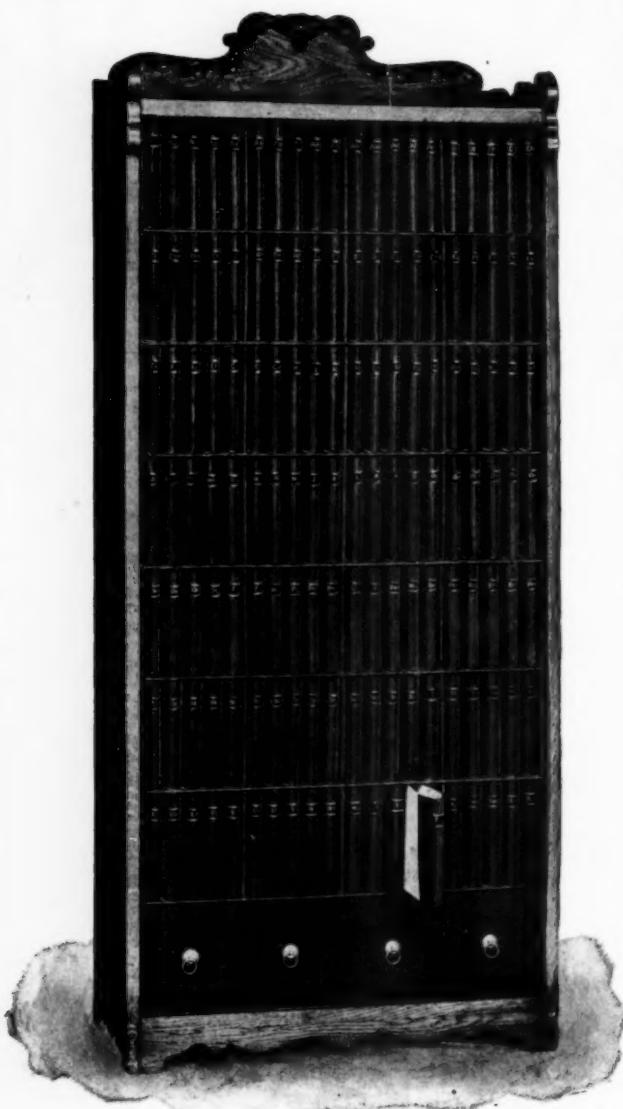
at first between the regular positive and negative poles, then pull the negative pole away four or five inches, and the current will pass through the tube. The current can be regulated by changing the position of the positive ball. The tube should show a high fluorescence between the terminals and a dark band behind the anode. Place a photographic plate under the tube, and a radiograph may be taken.

To observe with the fluoroscope, the anode should be turned toward the observer and the object to be examined placed against the bottom of the fluoroscope, which should be held close to the tube.

The Library Filing Cabinet.

A system for classifying subject-matter, clippings, and library in an open, dust-proof file is a convenience appreciated by literary workers, teachers, and public speakers.

The cabinet shown in the illustration is made of kiln-dried white oak, hard oil finish, fancy hand carvings. The shelves are made of specially prepared cloth board, adapted to resist warping in changes of atmosphere, and supported in a way to exclude the dust.



The files are made of pulp board open to the top. A new device has been introduced in the use of round, flexible fronts, which make it possible to withdraw the file from the shelf by thrusting the hand between the files. The envelopes in each file are of strong manilla paper, and arranged for easy, complete classification. There are one hundred and forty open index files and 700 subject envelopes. The height of the cabinet is five feet. (Central School Supply House, Chicago.)

Luxfer Prisms.

The Luxfer Prisms are meeting with wide acceptance as a means of dispensing with artificial light in the daytime. The principle of the prisms is the refraction of light through glass. Under ordinary circumstances, much of the light of day is lost on the floors of rooms. With the Luxfer prisms, the light can be guided wherever it is needed. The prisms are especially valuable in the lighting of basements, for by their use the clear daylight is made to serve the purpose of unhealthy, artificial light. The American Luxfer Prism Company has issued a handbook explaining the principles of application of the prisms. By means of this, one can figure for himself how much light can be given to a dark room, and the arrangement of the prisms to accomplish the desired result. Address, The Rookery, Chicago.

Compasses and Dividers

The range of selection in compasses and dividers is almost as broad as man's desires for such instruments. It hardly seems possible for any new combinations of joints and screws to be worked into a successful compass. The more complicated ones, with three or four legs, and innumerable joints, are valuable chiefly for fine work, where perfect accuracy is desired. As a general rule, however, the simpler instruments will be found more convenient for ordinary school use. The prices, too, range with the nature of the material and its construction. For a Swiss divider, made of German silver and English steel, one may pay \$12 and more. On the other hand, one may get a 4½-inch nickel-plated divider, with patent pencil points, box of leads and key, for 30 cents.

THE HUBBARD SCHOOL COMPASS.

One of the more noted of these inexpensive and simple compasses is the Hubbard, manufactured by Frost & Adams Company, 37 Cornhill, Boston, Mass. This compass has been a favorite for ordinary school work for a good many years.



It is four and three-fourths inches in length, and is made of brass and steel. It has a patent lead point holder, which is just the right size to hold a No. 6 H. Siberian lead. It is adjusted with a key, and is both simple and convenient.

FABER'S POCKET PENCIL COMPASS.

A popular pocket compass is the Faber. It combines a pencil holder, a penholder, a pencil-point protector and letter opener, with an inch and metric scale and a



pencil with rubber. It can be used with both round and hexagonal pencils, and the needle can be adjusted so as to be used with the shortest pencil. The screws turn easily without the aid of a key or other instrument.

ANOTHER PENCIL COMPASS.

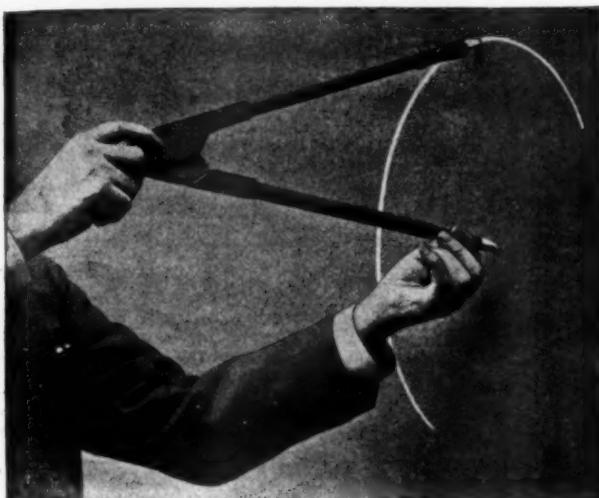
A very simple and inexpensive pencil compass is shown in the accompanying cut. The point arm is adjusted in a groove, by means of a thumb-screw. The compass is strongly made of



steel, and is easy of adjustment. For the cut, we are indebted to the United States School Furniture Company, 315 and 321 Wabash avenue, Chicago, Ill.

WHITE'S BLACKBOARD COMPASSES.

The White blackboard compass is of light-colored, polished hard wood, about eighteen inches long. It will hold a crayon of any shape, as the crayon arm is adjustable. The other arm has a hard rubber tip, which will not harm the blackboard, and will cling to it without slipping. This rubber foot is fitted



into a metal cylinder in which the arm rotates. Thus the arm of the compass does not turn on the board, but a few inches from the board.

To operate, the cylinder foot is held in the left hand, as shown in the cut, while the compass is turned with the right hand.

The manufacturers of these compasses are the H. P. Smith Publishing Company, 11 East 16th street, New York.

WHITE'S DRAWING COMPASS.

The White school drawing compasses are used in the schools of New York, Brooklyn, Albany, Pittsburg, and other cities. The one shown in the cut has a flexible pencil holder, and will also contain an ordinary penholder, if ink drawing is desired. The needlepoint is of steel, and is made sharp and round, so that it will not tear the paper. Its chief point is the wedge-shaped tongue at the top. If at any time the arms become loose in the joint from wear, they may be tightened by press-



ing down the wedge-shaped tongue. Then the arms will remain firm at any angle desired. The joint may be tightened by a few light taps with a small hammer.

These compasses are manufactured by the H. P. Smith Publishing Company, 11 East 16th street, New York.

ANDREW'S CRAYON COMPASSES.

The Andrews crayon compasses, shown in the accompanying cuts, are eighteen inches in length, and are made of ma-



hogany. The arm which regulates the angle at which the legs stand is adjustable up and down, and the screws make slipping impossible. The compasses are made in two kinds—

one with a rubber foot on a ball joint, to protect the board; the other with a short, steel-pointed foot. The manufacturers are



the Andrews School Furnishing Company, 65 Fifth avenue, New York.

EAGLE DIVIDER AND COMPASS.

An attractive divider and compass is made by the Eagle Pencil Company, 377-379 Broadway, N. Y. The accompanying cut gives a good idea of its construction. It is nickel-plated and fancy chased, with a patent screw bolt adjustment.



Revolving the screw adjusts the compass. To use it as a divider, simply reverse the tip. By turning the tip, a new lead can be inserted. The compass is packed in a paper-covered box, with a nickel case of lead points.

FABER'S MEASURE COMPASS.

A new measure compass and divider is made by the Faber Pencil Company, 545-547 Pearl street, New York. The cut shows the compass in its full size. The pencil is adjusted by a thumb-screw. The curved arm measures a circle up to a radius of six inches. The instrument is made of brass.

Natural Color Photography by the Joly Process.

The Joly process, it is claimed, will enable any amateur to take a photograph in the shape of a transparency or lantern slide, the colors of which will be absolutely true to nature. The manipulations are the same as in ordinary work.

The outfit consists of a plateholder, containing the taking screen, the viewing screen, and an orthochromatic screen. The taking screen is lined in orange, yellowish-green, and blue; the viewing screen, in red, green, and violet. The taking screen is superimposed upon the positive, and is used to reproduce the colors of the original object, which appears as a transparent photographic image in the natural colors.

The orthochromatic screen is adjusted to one of the best panchromatic plates, which should be used with the outfit.

Full directions, price list, etc., may be obtained from the Joly-Sambra Company, Montclair, N. J., or from their New York agents, the Scovill & Adams Company, 60 and 62 East 11th street.

Text-Books on Geography.

In the School Board issue for February a review of the important text-books on geography was begun, giving illustrated descriptions of the American Book Company's "Natural Elementary Geography," Ginn & Co.'s "Complete Geographies," Macmillan's "Elementary and First Book in Physical Geography," and Silver, Burdett & Co.'s "New Geographical Readers." In March, Leach, Shewell & Co.'s "Commercial and Grammar School Geography," the University Publishing Company's "Maury's Geographies," E. H. Butler & Co.'s "Geographies," and Rand, McNally & Co.'s "Elementary and Grammar School Geographies" were described. This month the series is concluded with the following account of the Werner Geographies.

The Werner Geographies.

(The Werner Company, Chicago, Ill.)



Banana Tree. From "Werner's Introductory Geography."

between the old geography and the crude and radical new. It is as teachable as the old, and as philosophical as the new, presenting clearly the reasons for geographical facts. It presents a large amount of interesting and valuable information, and this information consists of important facts and general views, and not of details or of things easily forgotten.

In the treatment of continents and countries, the sense of proportion has been observed. The United States and Europe are more fully treated than other parts of the world, because these are the homes of our kinsfolk, and the seat of the world's industrial and intellectual life. The questions are so constructed as to require thought by the pupil, but no repetition of sentences from the book.

The Introductory begins with home knowledge, and uses the fundamental concepts thus gained as the foundation for all later study. How to teach the comparative or relative size of the different parts of the world is an important matter, for which many devices are suggested.

The mercator map, showing direction thoroughly, and the fundamental ideas of climate are introduced early. The maps are numerous, simple, clear, and free from burdensome details. The illustrations are designed, not simply to embellish; they are primarily intended to be instructive. The lives of the people in their homes, their occupations, etc., have been fully presented.

The text of "The Werner Grammar School Geography,"

IN both the Introductory and the Grammar School of the Werner Series of Geographies, by Dr. H. S. Tarbell, the effort has been made to reduce the burden of teacher and pupil;—of the teacher, by making the work clear and comprehensible; of the pupil, by omitting small and wearisome details, appealing constantly to the aid of imagination and inference. Each book has a distinctive character, and each is made with special reference to the place it is to occupy in the school-room.

"The Werner Introductory Geography"

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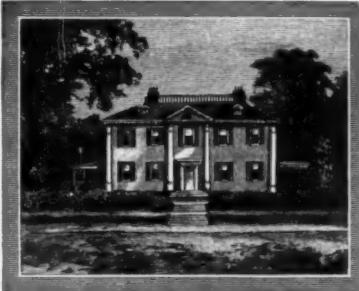


Japanese Girl. From "Werner's Introductory Geography."



Dikes of the Netherlands. From "Werner's Introductory Geography."

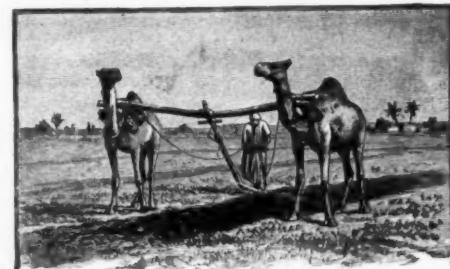
Part I., is arranged in three sections: (1) Preparatory, (2) descriptive, (3) general and comparative. The first section contains matters of definition, location, relief, climate, products, etc.; the second section is an account of the continents



Longfellow's House at Cambridge. From "Werner's Introductory Geography."

and their peoples; the third section is largely a review, and treats in a more general and comprehensive way some of the topics of the first section in the light of the facts of the second section.

In so far as relief influences climate and products, the comforts and opportunities of man, it is considered. Climate has been given an important place. Man is the center from which



Camels. From "Werner's Introductory Geography."

everything is viewed; the manner of life, the occupation of mankind, and also that history, which shows the influence of geographical conditions on human progress, have taken unusual, but not undue, space.

Part II. of "The Werner Grammar School Geography" is "The World in Map and Picture."

This book for study is easily handled for reading. Pupils use the text ten times as much as they use the maps, and can refer, as it becomes necessary, to the atlas divisions.

All who realize the mental activities of school children will understand certain advantages in having the illustrations of each country or topic grouped for comparative study, and not scattered over pages, to draw the eyes and mind from the text itself. The profuse illustrations and fifty-four pages of maps make a very complete atlas, and a reference book for home, as well as school.

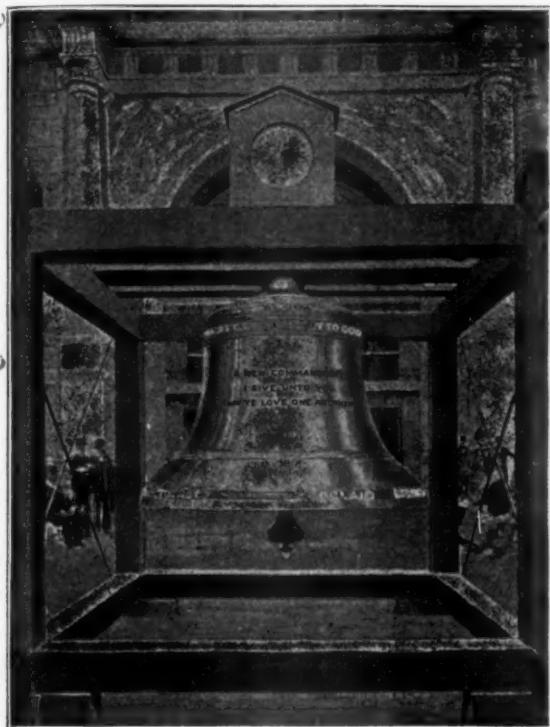
The suggestions to teachers as to the best manner of using the maps and illustrations are complete in every detail, including map sketching, devices for drawing, and numerous other subjects of value and interest.

A Self-Winding Program Clock

We have received a blue print diagram showing plan of putting in a complete program and time system clock made by Fred Frick. One has been put into the East Orange (N. J.) high school, which is fitted with a system for operating secondary clocks. The program mechanism, which is independent of the regulator movement, gives two distinct programs, one program for each grade occupying the building. The two programs are set independent of each other, the bells ringing automatically at different times in the two departments. All periods may be set at will to suit requirements. When the day's work is finished the apparatus automatically silences the bells for the night and takes up the burden in the morning. Friday evening the bells are automatically silenced, and Monday morning the week's work is begun without the touch of the hand. The bell in any room may be rung independent of the clock by simply pressing the lever of the rotary switch on the switch point corresponding in number to number of room. This is convenient for teacher's calls, special signals, fire alarms, &c. In addition to the bells nineteen secondary clocks are distributed through the building. All of these clocks keep absolutely correct time with the master program clock. They are entirely electrically operated and require no attention, except to recharge a few cells of very simple battery once during the year. The same firm has also supplied a system for the new high school for boys in New York in the same style. New contracts are on hand for College Point, Orange, N. J., Utica, N. Y., and Flushing, N. Y. (Fred Frick, Waynesboro, Pa.)

Some Famous Bells.

The history of bells has been followed back to the rude tribes of ancient times. The tombs of the Peruvians have yielded up some of the earliest specimens, and some small bells brought by the trading canoe of Indians to Columbus, at Cape Honduras, show that they were known in America prior to its discovery by Europeans. Possibly some Assyrian bells, found in the palace of Nimrod, may be the oldest bells in the world.



Columbian Liberty Bell.

Bells of small size were first used in Egypt, Greece and Rome. Large bells were first made by the Christians, although they were undoubtedly used in China in religious worship, at least 2,000 years before the Christian era. In that country it is not uncommon now to see enormous bells lying upon the

ground, their weight having broken down the towers in which they were suspended. The Great Bell of China, in Pekin,

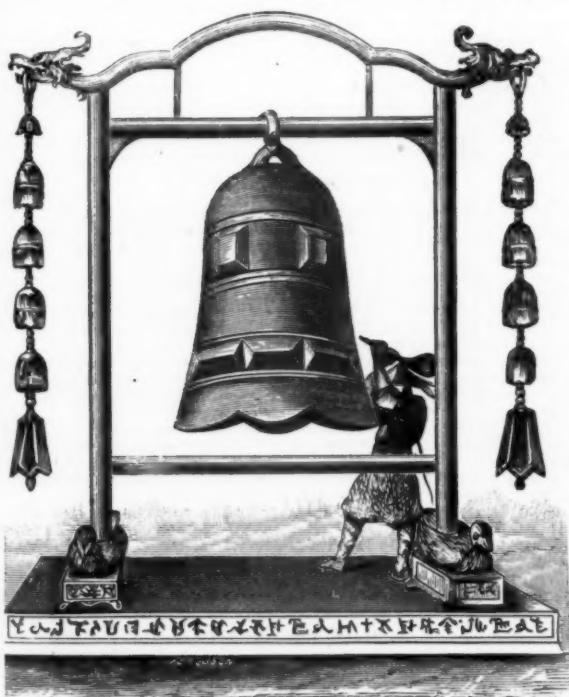


(The Great Bell of Moscow Czar Kolokol.)

weighs 120,000 pounds; it is fourteen feet in height and twelve feet in diameter.

The Russians regard the sound of bells not only as a holy summons to church, but as a part of the very act of worship. They have a strong love for bells, and use them in profusion. The largest bell in the world is hung in Moscow, and was cast in 1734.

The Japanese bell is found throughout the island in every size and number. It is suspended in a low tower near the temples, and is sounded by means of wooden beams swinging from the roof by the devout worshiper before he enters



The Great Bell of China.



Liberty Bell.



Japanese Bell.

the temple, to arouse the deity to listen to his prayers.

All over Europe, in Holland, Austria, France, England, bells of magnificent size may be seen. The largest bell in America is in Montreal, and is hung in the Cathedral there. Of special interest to patriotic Americans is the famous old "Liberty bell," which was cast for the state-house in Philadelphia, in 1751, with these words upon it: "Proclaim Liberty throughout all the land to all the inhabitants thereof." It was under this bell that the representatives of the thirteen colonies first proclaimed liberty, and its clang started the tidings throughout the land. After an accident happened to this bell, it was carefully re-hung by the Meneely Bell Company, of Troy, N. Y., and is retained as a curiosity in the state-house of Philadelphia.

This same foundry made a bell in the centennial year, 1876, to take the place of the original Liberty bell. Its weight is 13,000 pounds (to represent the thirteen original states), and the inscription is the same as on the old one. It marks the

hours of the day, and is a fine sample of modern workmanship.

The Columbia Liberty bell conveys the same idea as the one preceding in its weight (13,000). It held the place of



Independence Hall Bell.

honor at the World's fair of 1893, where it hung in front of the Administration building. The composition of the bell is one of its most interesting points. Over 200,000 persons contributed to its making by their gifts of gold, silver, copper, tin, or bronze, all of which were fused in the bell at the time of its casting. For this particular piece of workmanship, the Meneely Bell Company has become world famous. The church, academy, tower-clock, factory, chime, court-house, fire-alarm, and other bells made by the Meneely Company are distributed throughout our country.

The Prudential Insurance Company has just issued an attractive and appropriate booklet called "Our Navy." It consists of excellent half-tone engravings of the various ships of the United States navy, together with data concerning their construction, cost, and equipment.

The Berlin Photographic Company, New York city, has received a number of important additions to their reproductions from the Prado museum at Madrid. Among these are eleven examples from Velasquez, one from Da Vinci, three from Murillo, and four from Titian.

It is a matter of considerable discussion which part of the magazines and high-class publications are more closely scanned, the advertising or the reading pages. The illustrations in a few advertisements have reached the highest point of perfection. Noteworthy among them are those published for years in the advertisements of Pears' soap. Mr. Lyman D. Morse, during his connection with his advertising agency as manager, partner, and sole proprietor, has, for a number of years, personally attended to the preparation and insertion of these advertisements, as well as those of some of the largest American advertisers. He has shown both taste and judgment, receiving universal admiration and commendation. A fine notable, artisitic design represents an elephant whose feet are making an indelible impression of Pears' soap, not only on the ground on which he tramps, but on the reader's mind as well. It is no wonder that when Mr. Morse has a customer, he never loses him.

Books Under Way.

(Under this head will appear advance announcements of forthcoming text-books.)

Ginn & Co.

Seed Travelers, by Clarence W. Weed.
Palamon and Arcite, edited by George E. Eliot, Jr.
Silas Marner, edited by Miss R. A. Witham.
Alcestis of Euripides, edited by H. W. Hayley.
Hobbes, by E. Hershey Sneath.

Houghton, Mifflin & Co.

RIVERSIDE LITERATURE SERIES.

No. 124. Baby Bell, The Little Violinist, and Other Verse and Prose, by Thomas Bailey Aldrich, with a biographical sketch and notes. Paper, 15 cents, net.

The Pilgrims in their Three Homes.—England, Holland, and America, by William Elliot Griffis, D. D., with illustrations. Riverside Library for Young People, Vol. 16, 10mo, 75 cents.

Harper & Brothers.

Paradise Lost, Its Structure and Meaning, with copious notes, by John A. Himes, Graeff professor of English literature, Pennsylvania college. Post 8vo., cloth.

University Publishing Co.

Standard Literature Series, No. 31. Black Beauty, by Anna Sewell (double number, paper, 20 cents; cloth, 30 cents; edited with notes and introduction, by Edward R. Shaw, Ph. D., dean of the School of Pedagogy, New York University).

Werner School Book Co.

The Werner Arithmetic, Book III., by Prof. Frank H. Hall. DeGarmo & Brown's Grammar, by Dr. Charles DeGarmo and Prof. Geo. P. Brown.

School Edition of Robinson Crusoe, by Dr. Charles DeGarmo.

Story of Patrick Henry, by Mrs. Alma Holman Burton.

Story of Alexander Hamilton, by Mrs. Alma Holman Burton.

Story of Andrew Jackson,

Story of U. S. Grant,

History and Civil Government of South Dakota, by Prof. C. M. Young.

History and Civil Government of Maine, by Hon. W. W. Stetson.

History and Civil Government of Louisiana, by Prof. John R. Ficklin.

William R. Jenkins.

The Complete Pocket Guide to Europe, by Edmund Clarence Stedman and Dr. Thomas L. Stedman. This is the Cassell Guide thoroughly revised and brought up to date. Price, \$1.25. Just published, March 7.

FRENCH.

1. Verbes Francais demandant des Prepositions. Ready March 27, by F. J. A. Darr.

2. Catherine, Catherine et Catarine, by Arsene Alexandre. Arranged with exercises and vocabularies for reading classes by Agnes Godfrey Gay. This book will contain many beautiful colored illustrations.

3. Dona Quichotte, by Henri Michaud. No. 8 Theater for Young Folk. Price, 10 cents. Ready March 25.

GERMAN.

Conjugation of the German Verb, by B. Moscovitz. Blanks put up in tablet form. Just published, March 17.

GREEK.

Conjugation or Synopses of Greek Verbs, by H. C. Havens. Blanks put up in tablet form. Just published, March 17.

Williams & Rogers.

A Grammar School Algebra, by A. I. Reinhard, A. B., principal of public schools, Hellertown, Pa.

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The quotation from Wordsworth, "A man he seems of cheerful yesterday and confident to-morrow," is quoted on the title-page of Mr. Thomas Wentworth Higginson's collection of pleasant sketches, "Cheerful Yesterdays." Most of this material will be recalled by devotees of "The Atlantic," as having appeared within its pages. Mr. Higginson is past-master of the essay, and his recollections of "A Cambridge Boyhood," "The Birth of a Literature," "Literary London Twenty Years Ago," and Paris of the same time, it is well to have grouped in the present substantial form. (Houghton, Mifflin & Co., Boston and New York. Price, \$2.00.)

The usefulness of a knowledge of drawing is so great that many will be inclined to take up the study without a teacher. A good book for such students to have is "First Lessons in Linear Perspective," by Frederic R. Honey, Ph. B., a teacher of wide experience. The book was prepared for the elementary instruction of those persons who have no knowledge of geometry, and hence minute explanations accompany each plate. It contains ten lessons on so many pages with the accompanying plates opposite. (Charles Scribner's Sons, New York. 50 cents.)

A set of ten short stories are collected in "Tales of the City Room," by Elizabeth C. Jordan. The theme of each centers in the work of editors and reporters upon a newspaper. The women of the staff are conspicuous in each sketch, and one feels that

the writer bases her stories upon experiences, or suggestions, from her own career. (Charles Scribner's Sons, New York. Price \$1.00.)

In the preface to "Blady's Stewponey," the author, S. Baring-Gould, gives the source of his inspiration for the tale,—a certain visit he paid to Shropshire where he heard the legends of the wild life of the eighteenth century, of highwaymen, and concealed caves. A vividly constructed story is the result, in which the daughter of the tavern keeper is the heroine. (Frederick A. Stokes Co., New York. Price, \$1.25.)

A new edition of Henry Van Dyke's "Sermons to Young Men" has been issued, a volume that has been helpful to many who were struggling for the light. The sermons were written for a church that contains a great many young men, and afterward preached in college chapels at Harvard, Yale, Princeton, and elsewhere. The author has added another chapter, on the truth that the person of Christ is the foundation of Christianity. (Charles Scribner's Sons, New York. \$1.25.)

"Emerson and Other Essays," by John Jay Chapman, brings us into close touch with famous literary names of the world—Browning, Dante, Michael Angelo, Shakespeare, Whitman, Stevenson, Emerson. Nearly one-half of the volume is covered by a criticism and interpretation of the "Sage

(Continued on page 404)

School Law.

Legal Decisions.

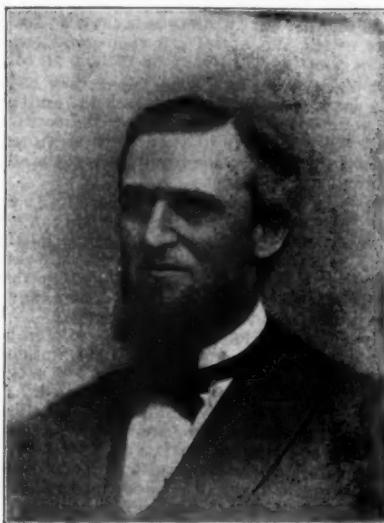
(Compiled by R. D. Fisher, Indianapolis.)

ADMISSION.

New York, Pennsylvania, and Massachusetts are among the states where the right to be educated in the common schools of the state is one derived from legislation, and subject to such limitations as the legislature may, from time to time, see fit to make. It is not a constitutional right. (*Dallas vs. Fordick*, 40, *How Pr.* (N. Y.) 240; *Needham vs. Wesley*, 146 Pa. St. 212.)

LEGAL AGE.

In Iowa, Kansas, Nebraska, Minnesota, Virginia, and Miss-



Hon. T. B. Stockwell, State Supt. of Public Instruction,
Rhode Island.

issippi the legal school age is between 5 and 21. In Pennsylvania, Arkansas, Indiana, Ohio, Colorado, and several other states, it is between 6 and 21. In Oregon, Wisconsin, and Florida, between 4 and 21. In New Jersey, between 5 and 18. In Nevada and Louisiana, between 6 and 18.

Persons who are not within the legal school age are not entitled to free tuition in the public schools. Neither is a teacher liable to an action by either pupil or parent for refusing to teach one not of school age. (*Draper vs. Cambridge*, 20 Ind., 268; *Roach vs. St. Louis Public Schools*, 77 Mo. 484; *Stucky vs. Churchman*, 2 Ill., App. 584; *Spear vs. Cummings*, 23 Pick. (Mass.) 224; *Leawek vs. Putnam*, 111 Mass. 499.) There may be a few exceptions to this rule where schools are not crowded. In Ohio, it was held that such an action would lie, and it is said that if an action can be maintained in such case, it should be brought in the name of the child. (*Roe vs. Deming*, 21 Ohio St., 666); (*Stevens vs. Hall*, 14 Barb., N. Y., 222.)

RESIDENCE.

As a general proposition, children whose parents or guardians are non-residents of a district, town, or city, are not entitled to attend the schools therein. But the trustee of a township, directors of a district, or board of education of a town or city are generally authorized by statute to admit the children of non-resident parents or guardians under prescribed conditions. These conditions, however, are not such as will enable a trustee or school board to cast upon a district, town, or city any part of the expense of educating non-resident pupils. Such conditions carry with them an equal rate per pupil, as the inhabitants of such district, town, or city pay by taxation for their own children. Outside children cannot be admitted at all to the crowding out of resident children who would otherwise attend.

If the children of one district attend the school of another district, no recovery can be had as pay for instruction, unless there had been a previous arrangement between the officers of the respective districts, under the laws of Pennsylvania. (*School Dist. vs. School Dist.* 43 Pa. St. 318.)

In Massachusetts, the law does not authorize districts, towns, and cities to open their schools to children whose parents or guardians reside in another state; and, if they do, no promise expressed or implied, to pay for tuition can be enforced. (103 Mass. 104.) In New Hampshire, children sent into the state under indentures of apprenticeship to an aunt,

were excluded as trespassers. (23 N. H. 507.) In Indiana, it was held that children sent into the state for educational purposes were not entitled to admission to the common schools. (18 Ind. 14.)

In Missouri, a minor whose parents reside without the school district, was declared not entitled to attend a school in the district where he more or less made his home. (30 Mo. App. 285.)

As a rule, however, the statutes of the several states have been construed liberally for school purposes, so as not to deprive any one of instruction; and children who make their home more or less permanently with residents of a district, town, or city, with the consent of their parents, are entitled to school privileges. (59 Conn. 489; 74 Wis. 48.)

But the owner of a farm cannot remove his family therefrom and into a town or city for school facilities only. (5 Dakota 260.) For some purposes, one may have a winter and a summer residence; but under the very definition of the word, a "resident" (is) "one who has a stationary and fixed place of abode," hence a temporary habitation would not come within the definition. (53 Iowa 257; 31 Cal. 629; 53 N. Y., 556.)

CHOICE OF SCHOOLS.

Generally a person may be detached from one district, and attached to another, at any time during the year, with the consent of the trustee or directors, upon the presentation of satisfactory reasons therefor. Such discretionary powers, however, should be carefully exercised, as the abuse of this discretion by such officers would be official misconduct. (Geetings' School Law (Ind.) p. 136; *Freemen vs. School Directors*, 37 Pa. St., 385.)

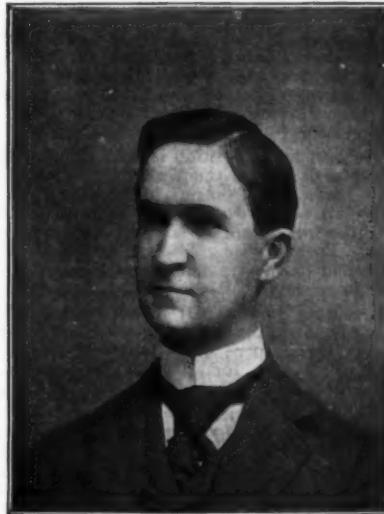
In towns and cities, the matter of choice is almost exclusively controlled by the school board, or superintendent, having in view the grade of the school, the advancement of pupils, the convenience of parents, and other material circumstances. (*Crawfordsville vs. Hays*, 42 Ind., 207.)

TRANSFERS.

The states have generally provided by statute for the transfer of pupils to an adjoining township, district, town, or city, upon request and satisfactory evidences of better accommodations. Such transfer carries with it the tax paid by the parent for school purposes. In some states, the transfer must be made every year, at a particular time; usually when the enumeration or census is taken. (143, Ind., 84.)

In most cases, the power of the school officers to make the transfer depends upon the existence of the condition of better accommodations; but their decision is not final. An appeal is generally allowed to the county or state superintendent. (*Freeman vs. School Directors*, 37 Pa. St., 385; *Fogle vs. Gregg*, 26 Ind., 345.)

After a transfer has been made, and the school corporation to which it has been made has levied a tax upon the property of the transferred person, it cannot deny the validity of the transfer, on the ground of its having been illegally and improperly made. (*School Dist. No. 7 vs. Patterson*, 10 Mont. 17; *Rodgers vs. Graded Schools* (Ky., S. C.), 13 S. W. R. 587; *Edwards vs. Trustee, etc.* 143 Ind. 84.)



J. R. Trotter, State Supt. of West Virginia.

free Scholarship Law Invalid.

Jefferson City, Mo.—The Missouri supreme court has decided that the state university free scholarship law is unconstitutional. The law provided for a special tax on corporations and patent machines, and a collateral succession tax on inheritances. The money thus raised was to be applied to a free scholarship fund.

Letters.

An Unmistakable Sign of Degeneration

Nothing in modern times more thoroughly measures the advancement of nations, states, or communities in all that pertains to civilization, than the attention and value placed upon the general education of each member of the social body. When a state or community deliberately gets itself to curtail the educational advantages of some of its members, and when that curtailment falls most heavily upon those who have already the least chances in the community to obtain an education, then, if ever, the step becomes a retrogression.

It may appear somewhat startling, that a New England state should be the first in this country to give such an unequivocal evidence of decay. The following from *The Journal of March 12*, is in evidence:

RECOMMENDATIONS FOR CONNECTICUT SCHOOLS.

New Haven, Conn.—A sub-committee of the legislative committee on receipts and expenditures has made the following recommendations for changes in educational laws:

The repeal of the act providing for state aid to evening schools.
The repeal of the act providing for state aid in district and high school libraries for books and apparatus.

The amendment of the act providing for the appointment of agents to enforce the child-labor law, by providing that, in addition to the special agent now authorized by law, there shall not be more than two others appointed, who shall be paid a certain specified sum per annum for their services, instead of per-diem, as now.

That the propriety of cutting down the appropriation for the schools of the state from \$2,25 to \$2 per capita, and the closing of one of the normal schools, be very seriously considered, and that before final action is taken on these two questions, a conference be arranged with the state board of education to consider the same.

It is estimated that the abolition of evening schools will save \$3,000 a year; the change in the agent law, \$4,500, the high school library law, \$5,000, the reduction of the appropriation, \$40,000, and the closing of the normal school, \$20,000.

Note first the recommendation for the repeal of the act providing for evening schools.

By this one move, those members of the state of Connecticut, who, presumably, have least opportunity to increase in knowledge and general intelligence, are to be deprived of even this one chance. And for what? To save the wealthy state of Connecticut the beggarly sum of three thousand dollars!

The second retrograde movement proposed, is to withdraw aid for books and apparatus from the district and high school libraries. By this economy, the makers of wooden nutmegs hope to save to the whole state the enormous sum of five thousand dollars.

Now, it so happens that in some states this aid is only granted to districts which raise an equal sum for the same purpose.

In these cases, the appropriation acts as an incentive to direct thought, and centers attention upon one of the greatest needs of the modern district school: the need of books and apparatus. To be sure, such a pittance as five thousand dollars cannot go a great way, even in Connecticut; but it is infinitely better than nothing. It serves at least to call attention to a crying necessity.

The third retrograde proposition is, to nullify, as far as possible, the child-labor law, without actually repealing it in so many words. Three truant officers in the whole state of Connecticut! There are some towns and cities in this state of New York where three truant officers are found too few to enforce the truant law. Probably we are so far behind Connecticut in moral growth that truancy is much more prevalent, and much more difficult to repress.

The fourth in this quintet of reforms toward the half-civilized state, is to reduce the present grant of public money by something over eleven per cent. This, of course, means a cheaper grade of teachers for all grades of schools. And an admirable step is taken in this direction by the final one of these infamous reforms.

It is proposed to consider very seriously the advisability of closing one of the normal schools of the state. This last result, by providing fewer well-qualified teachers, would insure cheaper labor; last two acts would thus become mutual complements of each other. The closing of the normal school would save annually about \$20,000 to this poverty-stricken commonwealth.

While all this may seem and wise statesmanship to the rich wooden-nutmegmakers, to those outside of Connecticut it looks a genuine retrogression.

While educational changes may be the natural complementary results of the changes of the centers of population, of trade, of manufacture, and of wealth, still, does it necessarily follow, that a corresponding retrograde must of necessity follow in the comparative intelligence, and the broad enlighten-

ment of the people of the East? Are we to expect for the future of Connecticut a constant narrowing of educational advantages, and hence of the patriotism and intelligence of her citizens as a whole? Must we expect a constant retrograde in the essentials of enlightenment, which characterize more liberal, and it may be, more favored communities?

M. W. VanDenburg, A.M., M.D.,
Fort Edward, N. Y., March 21st, 1898.

Elements of Good Management.

The school I now have is in a village near which is a knife factory, and some of the larger boys work there, and have given a good deal of trouble in previous years. This year the factory was closed for the months of November and December, and several large boys came to school who were very backward in their studies. I often had sixty, of all grades, in the school. We have had good order, and when the factory started up again I was really sorry, as well as the pupils, who had to go to work. A number asked me to open an evening school, and agreed to give a nickel every night if I would.

A teacher in another part of the town came to see my school and asked me to tell him how I got such good order. It has occurred to me that my plans may be of help to others.

In the first place, I impressed on the factory boys that the school was a most valuable thing for them, and gave many instances of poor boys who had done well because they had certain book learning. They listened to these stories very attentively. (So I think a power to tell the right kind of stories is a part of good management.)

Then I impressed on them that I was there to do them good. A great many pupils come to school, thinking the teacher is sure to be "down on them";—that he is antagonistic to them. I dispelled this at the outset. "I am here to do you good," I told them over and over. (To feel that the teacher is their friend, and that they are among friends when they enter the school-room, is needful in good management.)

Then I often appealed to the whole school for its opinion on various matters; I thus consolidated the individuals with an organization. It took a little time, but I got certain ones to express their opinions, and the rest followed. For example, I would say, "How many think it a good thing to have noise in the room when they are studying?" One boy said: "I don't." Then another. Then I said: "Why not?" One girl had one reason and another had a different one. Then I said: "All who are in favor of all keeping as still as we can will please rise."

This plan I carried out in many matters; it cultivated them to think about school regulations and rules, and to see that they were necessary. One of the big boys came in one morning and found his seat taken temporarily, by my permission, by a small boy; he seized him by the collar and rudely pulled the boy out, speaking angrily, and making much noise. I let the matter pass then, as I saw Joubert was angry. At the end of the recitation, I said: "Who thinks that was a good way to get a seat? What was wrong about it?" In this way Joubert was condemned by the whole school. This is but one of a hundred instances in which I appealed to the pupils for their opinions. (I believe that this is a very important feature in managing a school where many of the pupils are rude and ignorant.)

I had every week on Friday two pupils nominated for monitors—a first monitor and a second monitor. The first assisted in doors and the other out. I had a program, and followed it exactly. The monitor sat at my desk, and at the exact moment struck the bell; then the class stopped, no matter what it was doing. (This I found was very effective; large boys admire good order.)

There was space around the room between the desks and the wall so we could march. I used to start up some singing by which we could march; one boy had a drum, and this helped; at certain points in the march we would slap hands three times, and I encouraged jollity in this, and all enjoyed it. (Pleasure is an element in good management.)

These are a few of the means I employed to mold over these rough uncultured youth, and make them like the school and me. As I said, they wanted more of school and me, and I opened an evening school, which was very successful, one of the overseers coming to learn penmanship and bookkeeping. I shall be very sorry when the time comes to leave this village, and I know the boys will be sorry to have me go.

R. L. Cadman.

Warwick Center.

The evidence in the case proves Hood's Sarsaparilla cures scrofula, salt rheum,, boils, humors, and all eruptions.

THE SCHOOL JOURNAL

(Established 1870,) published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education. We publish THE TEACHERS' INSTITUTE, monthly, \$1 per year; THE PRIMARY SCHOOL, monthly, \$1 per year; EDUCATIONAL FOUNDATIONS, monthly, \$1 per year, and OUR TIMES (Current Events), monthly, 30 cents per year.

F. L. KELLOGG & CO., 61 E. Ninth Street, New York

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING APRIL 2, 1898.

It is evident that the summer schools are to be well attended this year. Circulars are beginning to make their appearance, and new points have been chosen. It is believed that one-half of the teachers of the country will be in the so-called "summer normal" or in the summer school. When the summer school was started at the East there were those who deplored, and uttered what they thought were words of sympathy for the worn-out teacher. They did not reflect that at the west "summer normals" had long existed. The summer school at the East is much like Chautauqua ; a place is selected one would like to spend his vacation in on account of its beauty and salubrity. Take Marthas Vineyard for example ; who would think in visiting that summer school that the students were worn-out teachers ? It may be stated as a fact that no persons enjoy themselves more than the students at a genuine summer school.

There is scarcely a town or village that does not say we have the best kind of schools. Being in a town of New York of 8,000 inhabitants one day, and obliged to wait three hours for the desired train, we entered a book store. "What kind of schools have you ?" "Only so, so," was the reply. This was so novel as to be startling. Inquiry was made further ; one of the school board was found ; there was no enthusiasm or interest. Then the principal of one of the main schools was met and he felt like the rest. The blame seemed to be laid on the superintendent. What could he lack ? we thought. An interview disclosed it. No library of educational books, no teachers' meetings, except to take the standing of pupils, no humanitarian spirit ; the whole work was done on a cobbler's principles.

An unintentional wrong was done to Miss Sara G. Smith, of Kingston, N. Y., by the publication (March 12) of a note to the effect that she had lost her position, owing to some unpatriotic remark concerning the strained relations between the United States and Spain. Miss Smith explained to her class that the United States believed thoroughly in a policy of peace and universal brotherhood, that it had established arbitration for the settlement of international disputes, and that it would use its best offices to avoid war, if this can be done in an honorable way. The fight-loving youth of Kingston saw in this something decidedly unpatriotic and their pugnacious sentiments affected the local press as well as our correspondent. Miss Smith is a devoted, progressive teacher, and we hasten to correct the impression the note referred to may have made.

The abstract of Dr. Balliet's address on the work of grammar and high schools (page 358) contains many suggestions of practical value to superintendents and boards of education. The reference to the introduction of a commercial department in the high

school and his plea for vacation schools are particularly timely. These subjects are now under consideration in a number of cities and villages.

When it was proposed to erect a monument on Bunker Hill a good many people in Boston and elsewhere in Massachusetts shook their heads and said it would not pay to put solid dollars into a mass of stone and mortar that could not be used for a practical purpose. There are a good many men and women who, when it is proposed to them to study education will say it does not pay. What do these men and women think will pay ? Here, for example, is a young man teaching in the first grade of the grammar school in New York city ; he knows enough to put his class through First Grade tactics. What would our opponents have this young do ? Is his trouble that he does not know enough arithmetic ? We propose he should study Comenius, Pestalozzi, Froebel, and Herbart ; we believe that will do him a great deal of *practical* good ; that he will become every day better fitted for his duties.

On another page will be found a report of the conference on "Grading and Promotions" at the Chattanooga meeting of the Department of Superintendence, N. E. A. The subject covers many problems in which superintendents and boards of education are most directly interested.

An interview was lately had with a gentleman who was visiting in California in 1892 with the intention of settling there. He referred to being in Pasadena, March 5, and attending a Comenius celebration held there ; it was the three hundredth anniversary of the birth of this celebrated teacher. This meeting, which was organized by Mr. Will S. Monroe, then superintendent at Pasadena, evidently made a great impression on this one visitor ; he had never before heard of Comenius and on his return East took pleasure in asking every teacher he met as to the life and character of the great reformer. He said he seldom found a teacher who knew anything of Comenius ; he had asked superintendents and usually got an evasive answer. This gentleman came to the conclusion that the teachers were only partially prepared for their work. He himself had become so much interested that he had read up extensively on Comenius, and thought the subject a profoundly interesting one.

The School Journal's Prize Competition.

The School Journal announces a prize competition in "The Brochure Series" for the perspective and plan of a one-room country school-house. This is competition "E" of "The Brochure Series," conducted by Bates & Guild Company, 13 Exchange street, Boston, Mass. The competition closes June 15, 1898, and the award will be announced in July, in "The Brochure Series," and in *The School Journal*. Both papers will also print the designs. The first prize is \$20.00, the second, \$10.00, and the third, \$5.00.

The conditions to be observed are : The drawings must be received by Bates & Guild Company, on or before June 15, 1898. Each drawing is to be signed with a pseudonym, not a device ; the name and address of the competitor to be sent in a sealed envelope enclosed with the drawing, and bearing on the outside the pseudonym only. Ten cents in postage for return must be enclosed. The prize-winning designs become the property of *The School Journal*. Drawings are to be made on white paper in black ink, and on a sheet not to exceed 11 by 14 inches in size. Drawings are to show a perspective view, and on the same sheet, a ground-floor plan, the latter to be drawn to $\frac{1}{8}$ inch to the foot scale. The school is supposed to be placed in the center of a lot, 100 by 100 feet, and about thirty-five feet from the street. The room is to be large enough to accommodate from forty to fifty pupils, with space in front for recitations. Proper cloak rooms should be provided, and separate closets for boys and girls. Special attention shall be given to heating and ventilation ; and at least 200 cubic feet of air should be allowed for each pupil.

Each design may be accompanied by a written description of not more than 300 words in length, and all drawings must be forwarded in pasteboard rollers.

National Educational Association.

(MEETS IN WASHINGTON, D. C., JULY 7-12, 1898.)

Official Bulletin of the Executive Committee.

The Executive Committee desire to announce the completion of arrangements regarding railroad rates with all passenger associations excepting the Western Passenger Association. Early action by that association is assured. The rates obtained provide for one fare for the round trip, plus \$2.00 membership fee, excepting that in New England territory the rate for the round trip will be 3 cents per mile between the initial point and the gateways of the Trunk Line Association.

The local organization at Washington has already issued a valuable circular of information which has been extensively distributed and will be sent upon application to all interested. Correspondence regarding local matters should be addressed to President B. L. Whitman, D. D., Columbian University, Chairman of Executive Committee, Washington, D. C.

The following data regarding the programs of the various departments is supplied for the information of the educational press. It is expected that all programs will be completed for announcement before April 20.

PRELIMINARY AND PARTIAL PROGRAMS.

GENERAL SESSIONS.

The president is actively engaged in arranging programs of the general sessions, but is unable, at this date, to make definite announcements for publication. All the general sessions, excepting the first and the last, will be double sessions, held simultaneously, with distinct and complete programs, in two of the largest opera-houses in Washington.

ELEMENTARY EDUCATION.

Wm. N. Hailmann, president, Washington, D. C. R. H. Halsey, vice-president, Binghamton, N. Y. Miss Harriet E. Smith, secretary, Milwaukee, Wis.

Monday, July 11:

1. President's address.

2. "Value of the Hand in the Acquisition of Knowledge and Expression of Thought," Miss Mary F. Hall, supervisor of primary work, Milwaukee, Wis.

Discussion, led by Supt. George Griffith, Utica, N. Y.

3. "Play as a Means of Idealizing and Extending the Child's Experiences," Miss Allie M. Felker, critic teacher, State Normal school, San Jose, Cal.

Discussion.

4. Business:—Appointment of committees.

Tuesday, July 12:

1. "Necessity of Stimulating and Utilizing Spontaneous Individual Purpose on the Part of the Pupil," Supt. W. H. Elson, Superior, Wis.

Discussion.

2. "Desirability of Fostering Social Effort on the Part of the Pupils," Inspector James L. Hughes, Toronto, Ontario.

Discussion, led by Supervisor B. F. Gregory, Trenton, N. J.

3. "Successive Differentiation of Subjects of Instruction," Dr. Z. X. Snyder, president State Normal school, Colorado.

4. Business:—Reports of committees; election of officers.

SECONDARY EDUCATION.

Geo. B. Aiton, president, Minneapolis, Minn. Mrs. May Wright Sewall, vice-president, Indianapolis, Ind. E. G. Cooley, secretary, LaGrange, Ill.

Friday, July 8:

1. "The Influence of Literature in the School."

2. "English the Core of a Secondary Course," John C. Hanna, high school, Columbus, O.

3. "The Presentation and Defense of Three Printed Syllabi for Literature and Composition-Rhetoric in Secondary Schools, with a Statement of the Principles of Choice and Arrangement Followed in the Preparation of Each," Samuel Thurber, headmaster, girls' high school, Cambridge, Mass.; Miss Charity Dye, department of literature, Central high school, Indianapolis, Ind.; W. F. Webster, principal of the East Side high school, Minneapolis, Minn.

4. General discussion.

Monday, July 11:

A joint session with the department of higher education.

Tuesday, July 12:

Round tables:

1. Composition:—"Rhetoric," Leader, Ernest R. Clark, instructor in English, Colorado Springs, Col.

2. "Principals," Leader, Albert Leonard, Syracuse university, N. Y.

3. "History."

4. "High School as a Social Factor," Leader, C. H. Thurber, dean of Morgan Park academy, Morgan Park, Ill.

ART EDUCATION.

Harriet Cecil Magee, president. D. R. Augsburg, vice-president, Salt Lake City, Utah. Florence Browning Himes, secretary, Albany, N. Y.

Friday, July 8:

1. "The Supervisor of Drawing in the Public Schools," Fred H. Daniels, supervisor of drawing, Buffalo, N. Y.

Discussion, opened by Mrs. S. E. W. Fuller, supervisor of

drawing, Washington, D. C.

2. "The Province of Art in the High School," Miss Rhoda E. Selleck, high school, Indianapolis, Ind.

3. "Report of the Committee on the Relation of the Library to Art Education," Chairman W. M. R. French, director "Art Institute," Chicago, Ill.

4. Business:—Appointment of committees.

Monday, July 11:

1. "The Function of Art in the Education of the American Citizen," Mr. Wm. Ordway Partridge.

Discussion.

2. "Some Pedagogical Principles which should Govern the Teaching of Drawing," M. V. O'Shea, University of Wisconsin.

Discussion, opened by Ernest L. Major, Normal Art school, Boston, Mass.

3. Report of committees.

4. Election of officers for ensuing year.

MUSIC EDUCATION.

O. E. McFadon, president, Minneapolis, Minn. Mrs. Emma A. Thomas, vice-president, Detroit, Mich. Miss Lilian Byington, secretary, Moline, Ill.

Friday, July 8, and Tuesday, July 12:

The program of the music section, as so far developed, includes the following papers:

1. "Harmony the First Essential with Music Teachers as with Music," A. E. Winship, editor New England "Journal of Education," Boston, Mass.

2. "The Next Step—What shall It be?" Mrs. Carrie B. Adams, Terre Haute, Ind.

3. "Individual Singing," C. H. Congdon, St. Paul, Minn.

4. "Report on School Songs," P. C. Hayden, Quincy, Ill.

5. "Fads in Public School Music," E. W. Pearson, Philadelphia, Pa.

6. "Music Pictures—How to Cultivate the Musical Imagination," Marie Ruef Hofer, Chicago, Ill.

A round table discussion may be expected on Monday, July 11.

CHILD STUDY.

M. V. O'Shea, president, Madison, Wis. Miss Sarah A. Stewart, vice-president, Milwaukee, Wis. G. W. A. Luckey, secretary, Lincoln, Neb.

Monday, July 11:

1. "The Reading of Children in the Adolescent Period," C. H. Thurber, University of Chicago, Chicago, Ill.

2. "Heredit and Environment—A Study in Adolescence," Edgar James Swift, Normal school, Stevens Point, Wis.

3. "The Work of the High School in the Light of Recent Studies upon Adolescence," Dr. Albert Leonard, Syracuse university.

4. "A Year's Study of the Entering Pupils of the Springfield, Mass., High School," Fred W. Atkinson, principal of high school, Springfield, Mass.

5. "Some Cautions to be Observed in Child Study," Ossian H. Lang, New York city.

6. "Child Study in the Training of Teachers," John G. Thompson, principal of normal school, Fitchburg, Mass.

Tuesday, July 12:

1. "The Influence of the Weather upon the Activities of Children," Edwin G. Dexter, normal school, Greeley, Col.

2. "The Rearing of Children from an Experimental Stand-point," Elmer Gates, Laboratory of Psychology and Psychurgy, Chevy Chase, Md.

3. "Some Lines of Progress in Child Study During the Year," G. Stanley Hall, president Clark university, Worcester, Mass.

4. "Recent Investigations of Fatigue in Children," Edward W. Scripture, Yale university, New Haven, Conn.

5. "The Development of Social Consciousness in Children," Will S. Monroe, normal school, Westfield, Mass.

PHYSICAL EDUCATION.

C. E. Ehinger, president, West Chester, Pa. Miss R. Anna Morris, vice-president, Cleveland, O. Dr. H. B. Boice, secretary, Trenton, N. J.

Friday, July 8, and Monday, July 11:

1. "The Effect of Exercise on the Vital Organs," Dr. W. T. Harris, U. S. commissioner of education, Washington, D. C.

2. "The Influence of School Life on Curvature of the Spine," Dr. R. Tait McKenzie, McGill university, Montreal, Canada.

3. "Play in Physical Education," G. E. Johnson, superintendent of public schools, Andover, Mass.

4. "Mental Training through Physical Education," Jacob Bolin, New York city.

NATURAL SCIENCE EDUCATION.

P. C. Freer, president, Ann Arbor, Mich. Chas. N. Cobb, vice-president, Albany, N. Y. C. J. Ling, secretary, Denver, Colo.

Friday, July 8, and Monday, July 11:

1. Presidential address, "The Relation of Natural Science Instruction in the High School to that in the University," P. C. Freer, Ann Arbor, Mich.

2. "Biological Work in the High Schools."

3. "Report of the Standing Committee," Chairman, A. Smith, Chicago, Ill.
4. Business:—Appointment of committees.

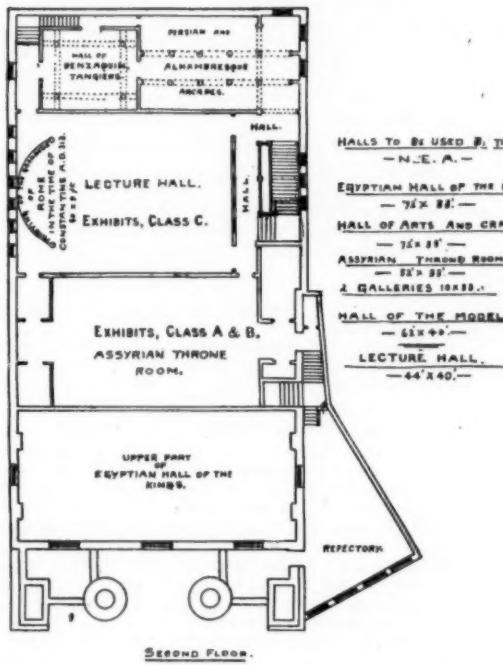
Tuesday, July 12:

1. "The Training of Teachers for Work in Science in the Secondary Schools, (1) In Physics. (2) In Chemistry. (3) In Biology. (4) In Physical Geography."

2. Business:—Reports of committees; election of officers.

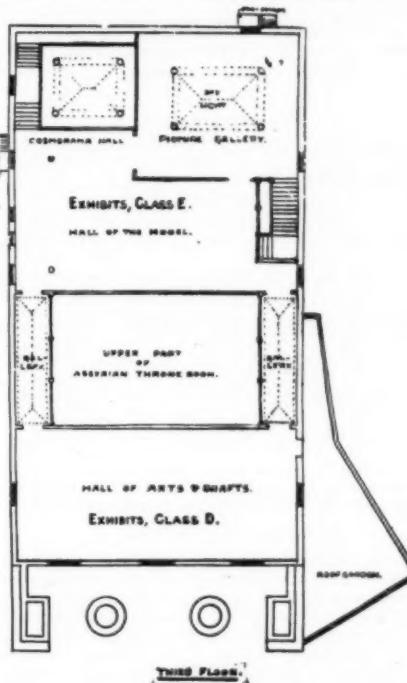
The above programs are all that have been received at this date, and these are subject to addition and change. A revised edition of this bulletin will be issued as soon as complete data are at hand.

J. M. Greenwood, President.
Irwin Shepard, Secretary.



The Educational Exhibit.

It is estimated that between thirty and forty thousand teachers will attend the N. E. A. meeting this year. The preparations are well under way. The railroad companies will sell round-trip tickets at one fare, plus \$2 membership in the association. The meetings will be held in Convention hall, the Grand opera-house, and the New National theater. The headquarters of the association and the state headquarters of New York, Pennsylvania, and Illinois, will be at the Arlington hotel. Hotel accommodations are in charge of Mr. Raymond A. Pearson, board of trade rooms, Washington, D. C., and should be secured as early as possible.



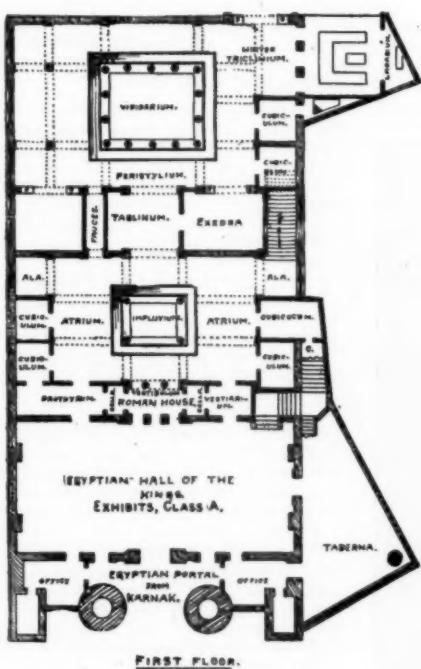
The Educational Exhibit.

The educational exhibit is in charge of Mrs. Sara A. Spencer, and under her efficient management will be an object of the greatest interest and attractiveness. Over forty firms have already applied for space for their individual exhibits.

An almost ideal situation has been secured for the educational exhibit. The National Galleries Company has been erecting, under the management of Mr. Franklin W. Smith, a building to be known as "The Halls of the Ancients." Mr. Smith is the builder of the famous "House of Pansa," at Saratoga, and has spent fifty years of his life in research, that he might bring before the people of America the educational civilizations of the past. When approached on the subject of an educational exhibit, Mr. Smith promptly declared that he would consider it a dedication of these halls to have them used for the benefit of the teachers of the country. So he has given up five of the halls, including part of the first floor and the whole of the second and third floors, for the purposes of the exhibition.

THE HALLS OF THE ANCIENTS.

These halls have been constructed to bring before the eyes of the modern, the art, the architecture, and the life of the Egyptian, Assyrian, Graeco-Roman, and Saracenic peoples. The portal of the building will be a reproduction of a section of the Hypostyle hall of Karnak, with its famous columns twelve feet in diameter and seventy feet in height. The Egyptian halls will be larger than those in the Egyptian court at the World's Fair in London in 1851. The Assyrian halls will be belted with casts from the Kon-yriyik (site of ancient Nineveh) and Nimrod slabs in the British museum. These and the whole interior surface will be decorated in their original colors. The Saracenic halls will be reproductions in form and color from the Alhambra and the house of Benzaquin in Tangier. Mr. Smith's Roman house will occupy two-thirds of the first floor, and will be a reproduction, on a more elaborate



Mrs. Sara A. Spencer.

scale, of his Pompeian house at Saratoga. It will exhibit in full size the peristylum and vivarium of the House of Vettius, the most beautiful of all those hitherto unearthed. (See "Scribner's," and the "Cosmopolitan" for March.)

In the lecture-hall will be exhibited the painting, "The Grandeur of Rome in the Time of Constantine." This painting is 9 x 50 feet, and has been brought to Washington from Saratoga. The Roman house will be entirely completed in time for the convention, and delegates will have tickets good for the convention week, sold to them for the price of a single admission.

Here, then, in this admirable location, the educational exhibit will be placed. The space at command is about 12,000 feet, and the cost is but ten cents a square foot. Applications for space will be received until June 1.

CLASSIFICATION OF EXHIBITS.

The committee has made the following classification of the exhibits to be placed in the various rooms:

CLASS A.

ASSYRIAN THRONE ROOM.

School, College, and University Text-Books, Systems of Music and Drawing, Decorative Art Products, Library Exhibits, Art Statuary, Educational Journals, etc.

CLASS B.

EGYPTIAN THRONE ROOM.

Scientific Apparatus, Program Clocks, Bells, etc., Educational Appliances.

CLASS C.

LECTURE HALL.

General School Supplies, Kindergarten Supplies, Typewriters, etc.

CLASS D.

HALL OF ARTS AND CRAFTS.

School Furniture, Pupils' and Teachers' Desks, Seats, Book Rests, etc.

CLASS E.

MODEL HALL.

Architects' Drawings; Plans for 1, Modern School-Houses; 2, Hygienic Heating and Ventilating Systems for Schools and Colleges; 3, General School Equipment; 4, Building Material.

MRS. SARA A. SPENCER.

Mrs. Sara A. Spencer, the chairman of the committee on the educational exhibit, is a remarkable woman, being the only woman in America who personally owns and conducts a large and influential business college. The Spencerian business college has had more than a quarter of a century of prosperity and usefulness. Henry C. Spencer, its founder, was, at one time, superintendent of penmanship in the forty colleges operated by Bryant and Stratton. In 1864, he married Miss Sara J. Andrews, who, at the age of nineteen, was principal of a grammar school in St. Louis. She became the author of the "Spencerian Key to Practical Penmanship," and helped her talented husband to build up the institution which bears his name. In 1891, when Mr. Spencer died, his wife determined to carry on his work alone. In this move, she was strengthened by the approval of Mr. Spencer's four brothers. By her masterly executive ability, she has raised the college to greater heights than it had ever before attained. It now enrolls between 400 and 600 students every year.

Mrs. Spencer has always been identified with the philan-

thropic work of her city and the nation. For five years she was secretary of the District of Columbia Charity Organization Society, and has been secretary of the District of Columbia Red Cross Auxiliary Association since its organization in 1887. For twelve years she has represented the district at the National Conference of Charities and Corrections. She has won for herself a place in the hearts of all those with whom she has worked, and has commanded the respect and admiration of educators throughout the land. Under such management, the educational exhibit of the National Educational Association cannot fail to be a success.

N. E. A. Excursions—Preliminary.

A preliminary New Jersey circular has just been issued, detailing excursions, at reduced rates, to the annual meeting of the National Educational Association, held in Washington, D. C., July 7-12. Side excursions are also planned to Luray Caverns, Natural Bridge, and Old Point Comfort. The trips are open to the public, as well as to teachers. Information can be obtained from the New Jersey state managers, H. Brewster Willis, New Brunswick; B. C. Gregory, Trenton; and J. Wilmer Kennedy, Newark.

Dr. Brownell's European Tour.

Dr. W. A. Brownell, professor of chemistry in the Syracuse (N. Y.) high school, will conduct his ninth annual European tour this summer. The party will be a small one, the expense moderate, and all the most notable places of interest visited. An advertisement of the trip appears elsewhere in this issue.

School Building Notes.

St. Louis, Mo.—Additions are to be made to the Arlington, Shields, Chouteau, Des Peres, and Clinton schools, and two new eighteen-room schools are to be erected.

Jacksonville, Ill.—The board of education of this city will receive preliminary sketches and estimates for a new high school, at its regular meeting, April 4. The building will be erected on the northwest corner of West State and Fayette streets, facing south, the lot running 131 feet east and west, and 156 feet north and south. There will be two side basement entrances; one for boys on the east side and one for girls on the west side. Closets, wardrobes, and boiler-room are to be in the rear of the basement, and manual training rooms in the front. On the first floor, front, there will be four rooms for forty pupils each. The rest of the first floor will be used for recitation-rooms, a lecture-room, to seat 80 or 100 pupils, and the principal's office at the northeast corner. The second floor, front, is to be used for a study hall, to seat 400 pupils, with a platform at the north center. The rest of the floor is to be used as a library and recitation-rooms. The third floor will contain laboratories, with skylights. The number of recitation-rooms will be at least ten, exclusive of the four front rooms on the first floor.

The estimates are to include heating, plumbing, and ventilation. The building will have a stone foundation to the elevation of the basement, the superstructure of pressed brick, alternative estimates to be submitted, one for stone trimming, and another for terra cotta, or like trimming. Samuel B. Stewart is clerk of the board of education.

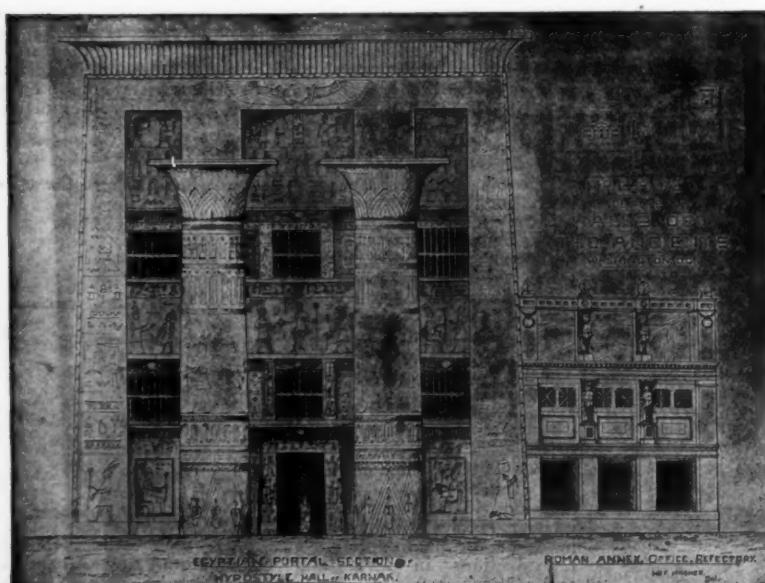
Flushing, L. I.—The Whitestone school has been closed by be accommodated in a building leased built. In the meantime, the children will repaired, and a new school may also be unsafe. The building will probably be ground that the ceilings and floors are order of the board of education, on the temporarily.

West Orange, N. J.—Architect Rosister and Wright, of New York, have presented to the board of education their plans for a new school on Gaston street. The building will be of red brick, three stories high. Steps will be taken at once to secure bids for the work.

Little Falls, N. Y.—Architect Arcimedes Russell, of Syracuse, has been elected by the board of education to build the new high and grammar school in this city. The building will cost about \$50,000.

Niagara Falls.—Ground has been broken in the fourth ward for a new schoolhouse, which will be the handsomest building of its kind in the city. It will be of brick, with a tiled roof. The Johnson system of temperature regulation will be placed in the building.

A dormitory system for Radcliffe college is being seriously considered. There are several arguments in its favor, the



Hall of the Ancients.

strongest being that it would make the college more available for poorer students.

Cincinnati Notes.

A weekly flag-raising is a new feature recently introduced in the Cincinnati schools. This has been adopted on the recommendation of a committee of principals who have formed the plans for the ceremony. The exercises every Monday morning are to commence with a salute to the flag as it is raised. Once a month in the intermediate schools the teachers are to give a brief history of the flag, and what it symbolizes. Twice a year the pupils will write short essays on the flag. In the district schools, besides the salute, there will be a concert, recitation of the pledge of loyalty, together with a flag song.

SUGGESTIONS TO PRINCIPALS.

Supt. Morgan has made the following suggestions to the principals:

Attend to school-room decoration.

Caution pupils against jumping rope to excess.

Make arrangements for taking students to the Zoo.

Have all problems explained in class, and, if possible, by the pupils.

Do not sit continually while hearing recitations.

Reduce the carrying of messages between teachers to a minimum.

TEACHERS' CLUB.

The last lecture in the course given by The Teachers' Club was delivered by Leon H. Vincent, at the Odeon, March 24. His subject was "Hawthorne." This course of lectures has become so popular that a larger hall will have to be secured, or the numbers limited.

PRINCIPALS' ASSOCIATION.

The Principals' Association recently discussed "The Individuality of the Child, and of the Teacher."

Prin. Sands said that, in large schools, the individuality of both teacher and pupil was curbed. In subjects requiring reasoning, there should be a minimum per cent. for the promotion of pupils. Prin. Runyan favored doubling the number of grades and promoting twice as often as is done at present. Prin. Johnson said that teachers do not prepare their lessons, yet blame pupils who come unprepared. A teacher of power will mold circumstances so as to obtain freedom for the expression of individuality. Supt. Champlin, of the writing department, held that promotion by teachers resulted in the promotion of the bad boys especially. Many of the other principals referred to the frequent promotions in St. Louis and Chicago, and urged that a similar system be adopted in Cincinnati.

Reading Tests.

Reading, Pa.—Supt. Mackey said in his report to the school board, made at the regular March meeting:

"I have just completed a series of tests of all children in the first class of the primary grade in reading. When I first began to visit the schools, I found the pupils in all the grades generally deficient in the art of reading. We have been giving that matter considerable attention during the year, and I am glad to report that the test has shown me that there has been marked improvement.

"I am old-fashioned enough to believe that reading, writing, which includes spelling and composition, and arithmetic, are the essential studies in the common schools, and that reading is the one of fundamental importance. When a pupil is trained to read intelligently, the other branches of the course can be more readily mastered. Reading most influences character. Of all the arts acquired in school, reading is the most used through life. I made a record of each class, and each pupil tested in three points, expression, pronunciation, and ability to tell what was read. I did not find ten children of this grade in the city that I could mark as very expressive readers. There is a wide range of difference between the best and the poorest schools. The result of good teaching is very noticeable; so also is that of home training. In almost all the schools, however, I believe there has been good work on the part of teacher and pupil. The great improvement is due, I think, in part, to the special attention given to the subject, in part to the improved methods, and in large part to the stimulus given to both pupils and teachers by the supply of new reading matter. I believe that these tests by the superintendent have a beneficial effect in the schools, and I regret that I cannot find time to make more of them."

School District Libraries in Iowa.

Cedar Rapids, Ia.—State Supt. Barrett has requested that a bill be introduced in the legislature, providing for the establishment of school district libraries. Such a bill has now been introduced by Representative Eaton. It provides that the district treasurer of each rural district be allowed to retain from the taxes obtained from the school levy, ten cents from

each person of school age in the district. The fund which this will make up every year is to be spent for books. The books are to be selected from a list prepared by the state superintendent, and are to be kept in the school-house. The advantages of the libraries thus obtained are not to be enjoyed by the school children alone, but privileges will be given to all the people of the district.

The state superintendent is influencing public opinion in the matter, in order to make the bill become a law.

In and Around Chicago.

The cost per capita per annum of educating children in daily attendance in the public schools of Chicago is approximately \$34. The cost of educating the pupils in attendance on the high schools last year was \$52.80, and the students attending the English high school cost the sum of \$166 each.

A committee from the Civic Federation met recently with the committee on school management of the board of education and formulated a system of penny savings banks for all the schools of Chicago. Mr. Milliken's ventures in the stockyards' district has proved to be all that its friends claimed for it—that the penny savings banks teach thrift, industry, and economy.

The Cook County Normal Summer school, conducted by members of the faculty of the Chicago normal school, will be in session for three weeks, beginning July 5, 1898. The school is divided into twelve departments, and is open to all. Circulars may be obtained from Wilbur S. Jackman, 6916 Perry avenue, Chicago.

The Chicago "Times-Herald" of March 20 devotes nearly two columns to a sketch of the life and works of Pres. Draper, of the University of Illinois. The article is accompanied by an excellent cut of Dr. Draper.

Death of W. A. Olmsted and Losses of School Supply Firms.

Chicago, Ill.—A terrible holocaust occurred in the seven-story building at the corner of Wabash avenue and Jackson boulevard on March 16. Fully fifteen lives were lost, and more than thirty people seriously injured.

The building was occupied by the Emerson, Conover, and Chicago piano and organ companies; the Decorators' Wall Paper Company; National Music Company; Holtzman & Company (piano stools); Presbyterian Board of Publication; Alfred, Beril, sheet music publisher; Sweet, Wallach, & Company, photographic supplies; and W. A. Olmsted, school supplies. The adjoining building was badly damaged, and losses sustained by the Educational Publishing Company; Thomas Charles & Company, kindergarten supplies; Ideal Music Company; New Haven Clock Company; Waterbury Watch Company; E. H. Butler & Company, publishers; R. C. Weichbredt, Turkish rugs; George B. Ward & Company, photographers; and N. G. Uhlein, musical instrument repairer.

The fire took but half an hour to totally demolish the building. There was but one elevator, and one narrow, winding stairway. Miss Carney, forewoman of the National Music Company, sent forty girls under her charge down in the elevator and remained to face death alone.



W. A. Olmsted.

The W. A. Olmsted Scientific Company sustained a terrible loss, nearly all of the firm and employees being lost. Besides the death of the head of the firm, Samuel A. Clark, a bookkeeper, Charles A. Price, cashier, Miles A. Smith, a correspondent, H. R. Nelson, head of the chemical department, Mrs. M. E. Harris, chief bookkeeper, and C. H. Arms, general manager of the firm, all perished in the flames.

The W. A. Olmsted Scientific Co., manufacturers of school supplies, physical and chemical apparatus, was established in 1878. W. A. Olmsted was the son of the late Dr. Olmsted, of

Turin, N. Y., where his mother still lives. Funeral services for Mr. Olmsted and his general manager, C. H. Arms, will be held in the Hyde Park Presbyterian church, April 3. If the bodies are found, the burial will be private.

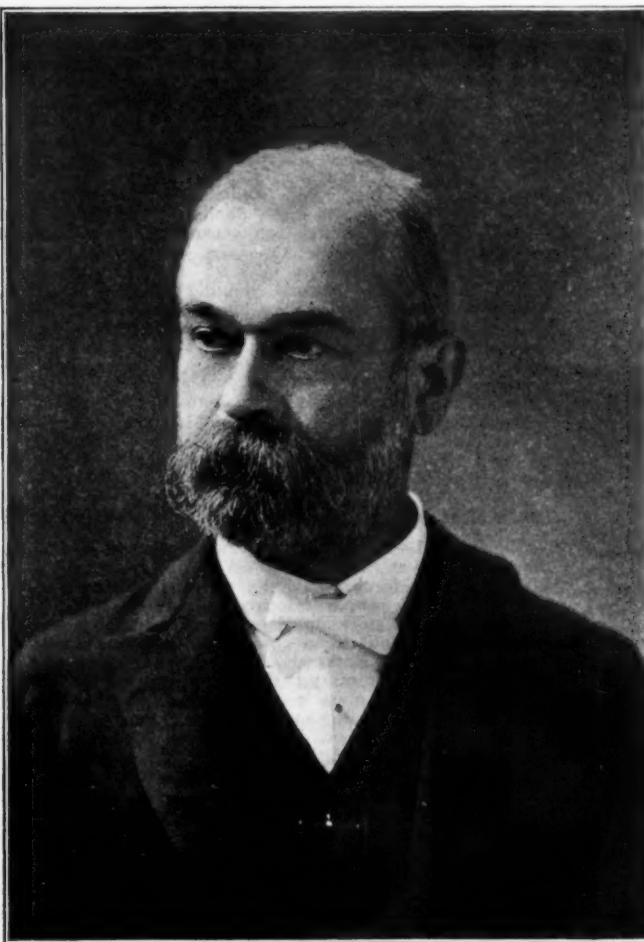
Mrs. Helen M. H. Olmsted has transferred the entire business, contracts, and good-will of her late husband to Messrs. J. M. Olcott & Company, New York and Chicago, as announced elsewhere in this issue. The dealings of Mr. Olmsted with Messrs. Olcott & Company have, for many years, been most intimate and satisfactory. Messrs. Olcott & Company are men of integrity, and worthy of the utmost confidence. They will carry on the business on its former lines, and their previous reputation gives promise of good success.

In and Around New York.

Fifty Years a Bookman.

Mr. Ernst Steiger, head of the house of E. Steiger & Company, recently celebrated his fiftieth anniversary as a bookseller and publisher. A handsome pamphlet was issued as a souvenir, in which Mr. Steiger's portrait appeared, framed in pictures of his own periodicals.

Mr. Steiger was born in Gastein, Saxony, sixty-six years ago. At sixteen, he was apprenticed to Bernhard Hermann,



E. STEIGER.

the head of a book-jobbing house in Leipzig. After a year or so spent as an errand boy, his ability was recognized, and the remainder of his apprenticeship was spent as a clerk. In 1853, he went to Dresden and entered the retail business; two years later he came to New York, to take a position with B. Westermann & Company. He remained with this firm until 1865, most of the time as a silent partner. During this time Mr. Steiger had purchased the periodical business of Joseph Wieck, which he conducted after his daily duties with the Western Company were over. In 1866, he started in business for himself as a bookkeeper and importer of German books and periodicals, and since then his name has become widely known.

Mr. Steiger is a constant worker. Since 1860 he has not been absent from his desk for a single day, for sickness or vacation. His success is largely due to his careful use of his time. When a very young man, his leisure hours were spent in conversations in French, Spanish, and English, so that his business might be advanced by his knowledge of languages.

Mr. Steiger is a member of many benevolent and social organizations. For many years he was secretary of the German Society, thus keeping in touch with his fatherland. That his busy, useful life is appreciated across the water is shown by the fact that he received the order of the crown from the king of Prussia twenty years ago. He is the possessor also of the order of Francis Joseph, the gift of the emperor of Austria.

Ahern Salary Bill Passes the Legislature and is Approved by the Mayor.

The Ahern bill, fixing the minimum salary of men teachers

in New York and Brooklyn at \$2,160 after twelve years' service, of women teachers at \$1,200 after fifteen years' service, and practically doing away with written examinations for promotion and increase of salary on the part of both principals and teachers, has passed the senate and assembly by unanimous vote.

The bill was approved by Mayor Van Wyck Friday, after listening to the arguments of the teachers. There is no doubt that the governor will sign the bill, and it will become law. It will add about \$1,000,000 to the school budget, and raise at once the salaries of many teachers.

May Be Uniform Requirements in New York and Brooklyn.

The committee on school system of the central board of education is discussing a plan to fix a single standard of requirements for all the P. S. teachers of Greater New York. This committee is composed of Messrs. Greenough and Prentiss, of Manhattan, and Dresser, of Brooklyn. Supt. Maxwell has the power by charter to fix a minimum standard of requirements throughout the greater city, and it is thought that the end may be arrived at by the committee suggesting that this standard be fixed so high that separate examinations for licenses will not need to be made in the several boroughs.

Objections to this plan may come, however, from Richmond and Queens, for the reason that the salaries paid in these boroughs are not as high as salaries paid in Manhattan-Bronx and Brooklyn. But with Richmond and Queens out, it is thought that Manhattan-Bronx and Brooklyn commissioners will agree to a uniform standard, so that on the passing of a single examination, teachers may be admitted to the schools of either borough.

Opposition to Salary Bill.

Vice-Pres. Swanstrom, of the board of education, went to Albany a few days ago to oppose Senator Ahern's bill to equalize teachers' salaries. The provisions of the bill were given in *The School Journal*, March 19. It is claimed by the board, that the bill has no foundation; that it raises salaries indiscriminately, without regard to experience, ability, or length of service. The additional expense that it would create for the city would be over a million dollars a year.

School Playgrounds as Public Recreation Places.

Senator Guy's bill to allow the board of education to use, in its discretion, the playgrounds of New York public schools as public recreation places has passed the senate and assembly without opposition. It now goes before Mayor Van Wyck.

New York City Teachers' Association.

At the last meeting of the N. Y. City Teachers' Association \$250 was appropriated for the lectures on botany and geology being delivered before the association. Syllabi of these lectures will be found and distributed free to members of the association. It was resolved that women teachers of ten years' service in the New York city public schools should receive not less than \$726 per annum, and of fourteen years' service, not less than \$1,056, without any examination other than such inspection of class work as may be required to determine the teachers' qualification to teach in the grade applied for.

Suburban Educational Council.

About fifty principals and superintendents from Chester, Delaware, Bucks, and Montgomery counties met at the University of Pennsylvania, Philadelphia, March 19, and formed a Suburban Educational Council. Prin. George W. Brindle, West Grove, called the meeting to order, and presided at the temporary organization. Provost Harrison, of the university, made an address of welcome. Supt. W. W. Rupert, of Pottstown, made the response. Dean J. H. Penniman spoke on the relation of the high school to the college and university. Dr. M. G. Brumbaugh made an interesting address on the work of the organization.

The permanent officers of the council are: President, Prin. A. D. Eisenhower, Norristown high school; vice-presidents, Prin. George W. Brindle, West Grove; Prin. O. A. Fulmer, Perkasie, and Supt. Charles F. Foster, Chester City; secretary, Miss Louise Baggs, superintendent of Bristol schools; treasurer, Prin. J. R. Hunsecker, Downingtown.

The next meeting will be held at the university, April 16, at 10 A. M. Supt. Addison Jones, of West Chester, will read a paper on the extent of work in mathematics and language now being done in the high schools of the four counties. Supt. J. C. Hockenberry, of South Chester, and Supt. Prin. Charles A. Wagner, of Cheltenham, will discuss the subject.

Hoi Scolasticoi.

The annual meeting and dinner of the Hoi Scolasticoi has been fixed for April 16 at the Hotel Savoy in this city. Dr. J. F. Conroy is president and J. W. Davis, vice-president.

Manual Training Conferences Postponed.

All manual training and physical culture conferences for Manhattan-Bronx public school teachers, arranged to be held after April 1, have been postponed for one week, owing to the Easter vacation. Thus conferences to have been held April 4 will be held April 11; to have been held April 5, will be held April 12, etc.

The Mikado Played by Boys.

A most unique entertainment was given in the auditorium of the Hebrew institute, Jefferson street and East Broadway, on the evening of March 26. The occasion was the presentation of the Mikado by Hebrew boys, the oldest of whom was sixteen. The actors were members of the Altruist chapter, of the Patriotic League and the Alliance Literary Society. The Patriotic League was founded by Mr. Wilson L. Gill, LL.B., for the cultivation of the principles of good citizenship and patriotism. The Altruist chapter is under the direction of Mr. Francis H. Tabor, and the Alliance Literary Society, under Mr. Sattig, the managers.

Some of the boys had surprisingly clear and powerful voices. Such work as that of Michael Ruderman as Ko-Ko, Reuben Lebenson as Katisha, and Louis Luntz, Abraham Susnitzky, and Samuel Abrahams as the "three little maids from school," is deserving of special mention.

The audience was large, and a satisfactory amount was realized. The profits will be devoted to the Fresh Air Fund, organized by Mr. Sattig.

Hartley House Appeals to the Public.

Hartley House, the industrial settlement of the New York Association for improving the condition of the poor, has just issued its second appeal for funds. Nearly 800 children are now enrolled, and the daily attendance averages over 250. Two kindergartens are in session, six cooking classes, ten sewing classes, four city history classes, three girls' calisthenics classes, three boys' clubs, two working girls' clubs, and a number of other clubs and sources of entertainment and profit. The library circulates about 700 volumes a month. The branch of the Penny Provident bank receives about 600 deposits every month.

Hartley House is situated at 413 West 46th street, and its efforts to help the poor of the west side have wrought great results. The nurse makes about 200 visits every month, besides about 400 other visits by the kindergartners and assistants. The house is open to visitors at any time. About \$6,000 is needed to continue the work during the year, and the smallest subscriptions are acceptable.

Boys Attack their Principal.

Sag Harbor, L. I.—David Baird, son of Rev. Joseph Baird, of this place, was guilty of disorderly conduct in school a few days ago. The principal, Rev. Mr. Harrison, called him to the platform, boxed his ears, and turned his face to the wall. His brother George warned the principal not to hurt him. As the principal turned to attend to George, David sprung on Mr. Harrison's back and began beating and kicking him. George attacked him also, and for a time the principal had the worst of the bargain; but he soon threw one to the floor, and subdued him for the moment. Then ensued a lively chase around the room, during which the boys escaped. The board of education investigated the matter, and demanded a public apology from the boys to the board and to the principal, before they should be allowed to return to school. They have not yet apologized. The principal was covered with bruises from the attack of the boys.

Mr. Schneider on Museum Work.

At the meeting of the nature study section of the New York Society of Pedagogy, Henry G. Schneider, of P. S. No. 90, addressed the teachers on "The Proper Use of the Museum of Natural History," by teachers and pupils of the city schools.

[The principal thoughts of this address were given in *The School Journal* of February 19, page 212.]—ED.

The frequent applause and earnest attention of the auditors proved that the speaker understood how to make his subject interesting. Mr. Schneider spoke eloquently on this topic at the Denver convention, in 1895, and at the State Teachers' convention at the Normal college, last July; but he surpassed himself in this talk, because he felt the sympathy of his fellow-teachers, who had bravely faced the storm to hear him. In the name of the teachers present, I thank him, and also Mr. E. A. Page, the president of the Society of Pedagogy, for valuable hints as to the proper educational use of the magnificent museums which our city, with unparalleled generosity, has placed at the disposal of the citizens of New York.

Martin H. Ray, Principal P. S. No. 51.

ENGLISH LANGUAGE AND LITERATURE.

Literary Criticism: Elements of Literary Criticism.

By CHARLES F. JOHNSON, Professor of English Literature in Trinity College, Hartford, Author of "English Words." 16mo, Cloth, 80 cents ; by mail, 88 cents.

This work is a brief examination of the qualities which distinguish a work of literary art. The author examines some of the most plain and obvious qualities of some of the work of a few of the great English writers, with the idea that an intelligent understanding of the simplest reasons why admired writers are admirable might lead to love of them for themselves and less unfruitful regard for them on traditional authority. The chapters are headed: "Unity," "The Power of Drawing Character," "The Musical Quality," "The Writer's Philosophy," "The Phrasal Power," "The Descriptive Power," and "The Emotional Quality." Full illustrations are given under each head, and both the authentic and the intellectual elements are considered. It is the aim of the book to lay the foundation of such an intelligent understanding of literature as an art as may make the study of literature an history profitable and pleasant. Used in conjunction with, or even preparatory to, the study of the history of literature, it will increase the student's appreciation of individual writers and of their works and greatly aid the teacher in arousing an interest in the subject.

Paradise Lost—Its Structure and Meaning.

The Poem, with an Introduction and Notes by JOHN A. HIMES, Professor of English, Pennsylvania College. Post 8vo, Cloth.

This edition omits the usual grammatical and philological comment, as well as citations from authors who could not have contributed to the form or substance of the poem. "The Structure and Meaning" are chiefly considered, and the origin of the plan as a whole and of many of the constituent scenes is traced. Verbal and phrasal criticism gives place throughout to the interpretation of scenes. The stages in the action are marked by typographical and other devices. Difficult passages are considered at length, and the cosmogony has been drawn out into great distinctness and presented to the eye by means of diagrams. Pre-conceived opinions have, as far as possible, been set aside and the poet's own guidance has been preferred to all others.

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This treatise is intended more particularly for use in colleges and universities and by advanced students. Part I. discusses and illustrates the general principles which apply to written or spoken discourse. Part II. deals more especially with narrative and argumentative composition. The revised edition contains one hundred and sixty-four pages of new material.

Practical Exercises in English.

By HUBER GRAY BUEHLER, Master in English in the Hotchkiss School. 12mo, Cloth, 50 cents ; by mail, 55 cents.

The author of this work believes that the ability to speak good English is acquired for the most part through imitation and practice, and that, further, the art of using one's native tongue correctly is as much a matter of habit as of knowledge. The pupil is obliged to choose between two or more forms of expression, thus following out logically the natural method. No child can use Buehler's "Practical Exercises in English" without at the same time using his brains.

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of Concord," helpful to students, and of value to every one who would become more conversant with the mainsprings of Emerson's literary genius. A fresh treatment is infused into the subjects. (Charles Scribner's Sons, New York. Price, \$1.25.)

That the story of a weak-kneed, fearsome coward may be one of stirring interest, can be proved by any one reading Stanley J. Weyman's latest tale, "Shrewsbury." At the final, critical moment, however, the stigma is removed by a resolute act that extricates the hero of the tale, the Duke of Shrewsbury, from a charge of treason. The scene is laid in England, and the political factions existing under the reign of William of Orange furnish the dramatic portions of the narrative. Certain historical characters, Sir John Fenwick, the Duke of Marlborough, and others, are brought forward. The part of the Dutch king is full of pictorial interest, and around Charles, the Duke of Shrewsbury, is thrown a sympathetic construction of his policy, that wins the feelings of the reader to his side. The four hundred pages are teeming with adventure, in which Weyman is a master of putting forth the possible, but often impossible, in most credible guise. (Longmans, Green & Co., New York. Price, \$1.50.)

"The Man Who Outlived himself," by Judge A. W. Tourgee, is the tale of an active-brained man, who, although apparently of literary taste and talent, is engaged in Wall street operations. His anxiety and distress over some speculations result in his mysterious disappearance. Years later, after extraordinary experiences, he returns to New York and seeks to learn the fate of those dear to him. The essential peculiarity of the story lies in the graphic descriptions of the two processes of losing and regaining mental equilibrium, and in this Judge Tourgee evidently writes from close observation and study of similar cases. The human interest of the narrative is intense and the interplay of characters absorbing. Two other short stories are included under the one title, "Poor Joel Pike," working out a curious mystery, and "The Grave of Tante Angelique," being a bright little love story among southern surroundings. (Fords, Howard & Hulbert, New York. Price, 75 cents.)

Why is it that some books strike a universal chord, and are practically immortal, while others live for a time and then are forgotten? What qualities have Homer, Dante, Goethe, and Shakespeare, that make them read and enjoyed, irrespective of nationality? These questions Prof. Charles F. Johnson has satisfactorily answered by his able treatise on the "Elements of Literary Criticism." He divides the fundamental elements of literary works of art into unity, the power to draw character, philosophy, musical word-power, phrasal power, descriptive power, and emotional power. A few writers, like Shakespeare, have all of these in a high degree—hence their permanence; some who have a marked development of one or two of them must take a lower place. The book will help to put the young student on the right track, enabling him to judge of the real worth of a book. (Harper & Bros., New York.)

The author of "Crusoe's Island," Mr. Frederick A. Ober, frankly gives in the preface of his history, the reason that led him to search for the place made famous by Defoe's story—a love for adventure. He locates the scene of Crusoe's shipwreck at Tobago, in the Caribbean sea, not far distant from the north coast of South America, and not, as popularly supposed, Juan Fernandez in the Pacific ocean. As an ornitho-

posed, Juan Fernandez in the Pacific ocean. As an ornithological investigation, Mr. Ober's account is detailed and trustworthy, and as a tale of adventure, it is authentic and entertaining. It belongs in the first division of Home Reading books, edited by Dr. W. T. Harris. (D. Appleton & Co., New York. Price, sixty-five cents.)

Those who have read "The Prisoner of Zenda" and "Phroso" well know the power of Anthony Hope to weave a romantic tale. Another tale, "Simon Dale," which treats of life in the seventeenth century, shows the same mastery of plot, incident, and character, the same dramatic presentation of events, that have marked his other stories. The book has illustrations by W. St. John Harper. (Frederick A. Stokes Co., New York. \$1.50.)

Brief Notes.

The committee on high schools are thinking of organizing three more high schools in the borough of Manhattan. A conference of those interested will be held soon.

Jersey City, N. J.—The annual meeting and dinner of the Schoolmasters' League, of New Jersey, was held at the Hotel Washington, Jersey City, March 26. The following officers were elected for the ensuing year: President, Edwin Shepard, Newark; vice-president, Charles A. Hoyt, Jersey City; secretary, Louis A. Goodenough, Jersey City; treasurer, Charles H. Gleason, Newark. The executive committee is made up as follows: The league officers, Irving P. Towne, Jersey City; George Forman, Newark; Joseph H. Brensinger, Jersey City. Membership is open to all schoolmasters of New Jersey. Information can be obtained by addressing any of the above named.

Public school No. 90, East Broadway, Flatbush, has twenty-five cases of diphtheria and scarlet fever, the latter predominating. Prin. Jeremiah Townsend says that about twenty per cent, of the children were home, and that all possible precautions were being taken to prevent the spreading of the diseases. The school needs renovation and repair, but its sanitary arrangements are considered good.

Gov. Black has signed the bill providing that five per cent. of the excise moneys of New York city shall be applied to the teachers' retirement fund. The board of education will apportion the money among the various boroughs, in proportion to the number of teachers employed and the amount of their salaries.

The Salvation Army, at its headquarters, 122 West 14th street, New York, conducts an "Enquiry Department." The business of the department is to find lost and missing friends. This it is well fitted to do, because of its wide diffusion throughout the world. In 1897, it had 1,997 cases for investigation, in many of which it was successful.

Bay City, L. I.—A new school-room is to be opened on April 1, and a new teacher will be secured from the Oneonta normal school. Four hundred new volumes have been added to the school library.

JUST PUBLISHED.

Crusoe's Island.

A Bird-Hunter's Story. A new volume in Appleton's Home-Reading Books. By Frederic A. Ober, author of "Camps in the Caribbees," "Travels in Mexico," etc. Illustrated. 12mo. Cloth, 65c., net.

In this book the author gives a description of the veritable island in which Robinson Crusoe lived his lonely life, the scene of his wreck, his cave, his bower, his Man Friday, the birds and trees he saw, or ought to have seen, together with a narrative of the author's own experiences in the wilds of Tobago; and his life for a time was much like the original Crusoe's. It is a book of unusual interest to both old and young.

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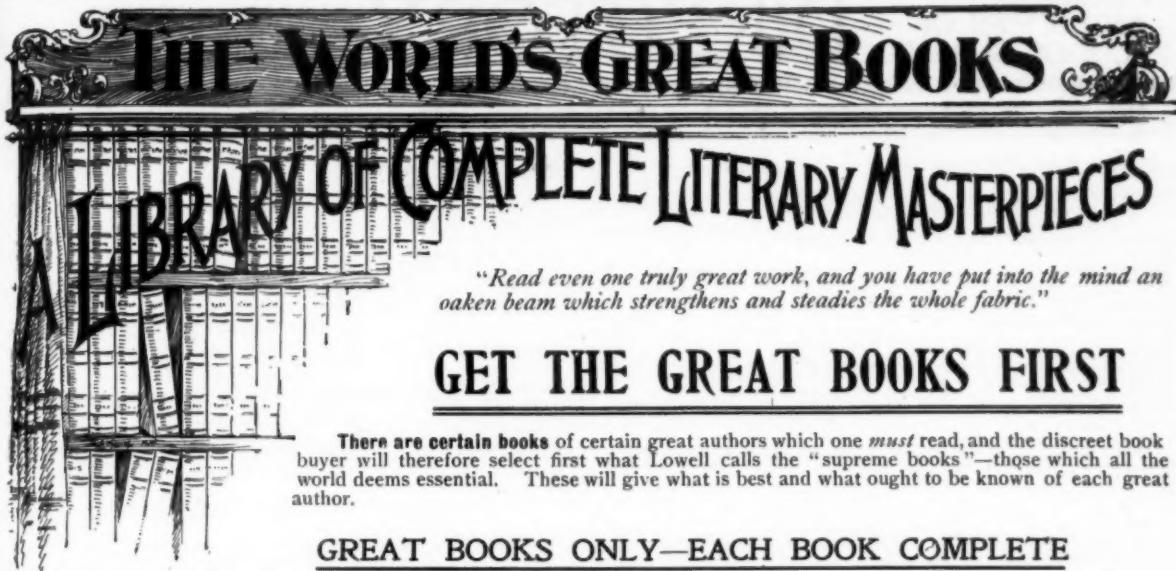
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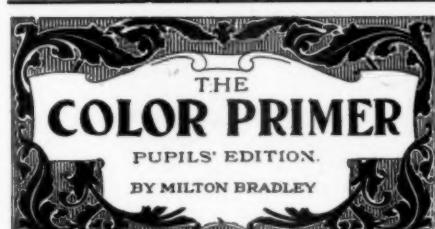
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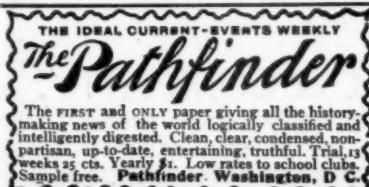


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DIRECTORY OF TEXT-BOOKS FOR SCHOOLS AND COLLEGES.

The following list of school and college text-books most largely in use in the United States, has been prepared for the convenience of superintendents, principals, and school officials. From time to time special lists of books will be taken up in THE JOURNAL and reviewed as has been done with Vertical Writing and School Music systems. MENTION THE SCHOOL JOURNAL when writing.

ABBREVIATIONS.—When a firm has several branches always address the nearest branch.

| | | |
|--|---|---|
| A. & B. , Allyn & Bacon, Boston | H. & N. Hinds & Noble, New York | P. T. B. Co. , Practical Text-Book Co., Cleveland, O |
| B. C. , American Book Co., New York, Cincinnati, Chicago, Boston, Phila., Atlanta, Portland, Ore. | Harper , Harper & Bros., New York | Prang , Prang Educational Co., Boston, New York and Chicago |
| A. & Son , Armstrong & Son, New York | H. & Co. , Henry Holt & Co., New York | C. N. Co. , Christopher Sower Co., Philadelphia |
| A. S. B. & Co. , A. S. Barnes & Co., New York | W. R. Jenkins , New York | S. F. & Co. , Scott, Foreman & Co., Chicago |
| Appleton , D. Appleton & Co., New York & Chicago | L. S. & S. , Leach, Shewell & Sanborn, Boston and New York | Scribner , Scribner's Sons, New York |
| Cel. Blk Co. , Columbia Book Co., Philadelphia | L. & S. , Lee & Shepard School Book Co., Boston | Sheldan , Sheldon & Co., New York |
| W. L. & C. , W. L. Bell & Co., Kansas City, Mo. | J. L. Co. , J. L. Lippincott Co., Philadelphia | S. W. & Co. , S. W. & Co., Burdett & Co., Boston, New York & London |
| D. C. H. , D. C. Heath & Co., New York, N. Y., Chi. | J. G. Co. , J. G. Green, Co., New York | Chicago , and Philadelphia |
| E. H. B. & Co. , Edgar S. Werner, New York | L. G. Co. , Longmans, Green & Co., New York and London | Scranton , Wetmore & Co., Rochester |
| E. H. B. & Co. , E. H. Butler & Co., Philadelphia | Levelli , A. Lovell & Co., New York | N. Y. |
| W. B. C. , W. B. Clive, New York | Macmillan , Macmillan Co., New York and Chicago | T. B. & Co. , Thompson, Brown & Co., Boston |
| E. & Bro. , Eldredge & Bro., Philadelphia | R. L. M. , R. L. Myers & Co., Harrisburg, Pa. | U. P. Co. , University Publishing Co., New York, Boston, and New Orleans |
| F. & W. Co. , Funk & Wagnalls Co., New York | Morse Co. , The Morse Co., New York | Werner , Werner School Book Co., Chicago, New York, and Boston |
| F. V. L. , Frank V. Irish, Columbus, Ohio | M. H. & Co. , Milton, Bradley & Co., Springfield, Mass. | Western House , Western Publishing House, Chicago |
| Ginn, Ginn, & Company , Boston, N. Y., Chicago | M. M. & C. Co. , M. M. & C. Co., New York | W. & R. Williams , Williams & Rogers, Rochester, N. Y. |
| H. M. & Co. , Houghton, Mifflin & Co., Boston, New York & Chicago | P. M. Co. , David McKay, Philadelphia | Wiley , Jno. Wiley's Sons, New York |

Algebra.

| | | | | |
|--------------------------------|----------------|--|------------------------------------|---|
| Atwood's Standard | Morse Co. | G. So. Wer Co. | Wadday's Comp. & Rhet. | Practical French |
| Milne's | A. B. C. | W. R. " | Brookfield's | Grammar, Pitman |
| Sensen's (4) | " | " | A. S. B. & Co. | Eng., L. G. & Co. |
| More's Equations | A. S. B. & Co. | Hill's (2) | Magill's French (21), Ginn & Co; | Joyce, Otto (4) |
| Thomson's | M. M. & Co. | Phillip's | C. Sower Co. | Otto's Grammar, |
| Venable's (2) | U. P. Co. | Hill's | Magill's Mod. Fr. Writ (4), | Thomas' |
| Banford's | " | " | Chardenel's (4), Ally & Bacon | " |
| Giffin's | Werner | Hill's Prin. of Rhet. | Rollin's Reader, | Whitney's " |
| Wells's (4) | L. S. & S. | Meservey's Book (5), T. B. & Co. | Elliott's Gram. (3), D.C.H. & Co. | Schnitzl's Ele. (2) |
| McCurdy's | " | Sandy's Am. Act. | Grandgenet's (4), | Sheldon |
| Perrin's | J. B. L. Co. | P. U. P. Co. | Grandgenet's Les. (8), | Martin's (4) |
| Wentworth's (7) | Ginn & Co. | Duff's | Super's Reader | Sawyer's (2), S. B. & Co. |
| Brown's | E. H. B. & Co. | P. T. B. Co. | Faeschacht (4) | Greek. |
| Brooks' | C. Sower Co. | Mayhew's Books (3), S. B. & Co. | Fasnacht (2) | Brackley & Freedlander, Ger. & A. B. C. |
| Wilson's | E. & Bro. | " Keys (2), " " | Fasnacht (2) Readers, | Gleason & Atherton's |
| Taylor's | Allyn & Bacon | " Blanks, | Russell's M. Auth (21), L.G. & Co. | First Book, |
| Bowers's (3) | D. C. H. & Co. | Powers' First Lessons, O. M. P. | Harkness' 1st Book, | Hadley's & Allen's Gram., |
| Hall & Knight's Elem. (2) | Macm. | Botany. | Harper & Castle's Primer, | Harkness' 2nd Book, |
| Smith's Stringham | " | Argar's Plant Analysis, A. B. C. | Harris & Wallace's | " |
| Fremont's | L. G. & Co. | Argar's Trees of N. U. S. | Xenophon's " | " |
| Bradbury & Emery's T. B. & Co. | " | Dana's Plants and Their Children, A. B. C. | Johnson's 3 books of Iliad, | " |
| Bradbury & Emery's B. G.'s | " | Griggs | Keep's Herodotus, | " |
| Benedict's | A. & Son | Wood's (5), " | Keep's Greek Lessons, | " |
| Newcomb's C. Ge. | H. H. & Co. | Nature Calendar, Morse Co. | Merriam's " | " |
| Collins' | S. F. & Co. | Bergen, Plants, Ginn & Co. | Clark's Xenophon, D. McKay | " |
| Sheldon's (2) | Sheldon | Newell (4), | Clark's Homer, Ginn & Co. | " |
| Oiney's (4) | " | Macbride's, Ally & Bacon | Corneil's Series, | " |
| Loomis's | Harper | Spalding's, D. C. H. & Co. | Homer's Greek (2), " | " |
| Boyden's | S. B. & Co. | Seelye's, H. H. & Co. | Fowler (Thucydides) | " |
| Lilly's (2) | " | Dana's Wild Flowers, Scribner | Goodwin's Grammar, | " |

Arithmetics.

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|-------------------------------------|-------------------|-------------------------------------|----------------|---|
| Appleton's | A. B. C. | Willis's | A. S. R. & Co. | Goodwin & White (Xenophon), |
| Bailey's | " | Pillsbury's | S. B. & Co. | Keep's Iliad, Allyn & Bacon |
| Dubbs' Mental | " | " | " | Baile, 1st Lesson, |
| Flicklin's | " | " | " | " Syntax, |
| Harper's (2) | " | " | " | Greek Classics Ele. (28) |
| Kirk & Sabin's (2) | " | " | " | Macm. Yonnes Lexicon, |
| Minet's (2) | " | " | " | Stedman's Modern Greek |
| Ray's (3) | " | " | " | Master, |
| Robinson's (7) | " | " | " | U. S. History. |
| White's (3) | " | " | " | A. B. C. |
| New Practical | P. T. B. Co. | Monroe's | " | Barnes' (2), Eclectic (2), |
| Thomson's (4) | M. M. & Co. | Parker's Arith. | " | Edgerton's (2), |
| Venable's (3) | U. P. Co. | Reading | " | Hunter's " (4), |
| Sanford's (4) | " | K. R.- & Co. | " | Swinton's (2), |
| McHenry & Davidson's, Werner | " | Script Reading | " | White's, |
| Werner Mental | " | Excelsior Map | " | Anderson's (5) |
| Reeb's (2) | " | Vertical Script Reading | " | M. M. & Co. |
| Peek's (2) | Lovell | " | " | MacCoun's |
| Hobbs' | " | Reading | " | Morris |
| Wells' | L. S. & S. | Script Reading | " | Montgomery's (2) |
| Southworth's | " | Descriptive Eco. | " | Sheldon's (2), D. C. H. & Co. |
| Greenleaf's (3) | " | W. R. | " | Thomas' Dodge's, |
| Normal Course (2) | S. B. & Co. | Standard | " | Fiske's (2), |
| DeMol's | " | Funk & Wagnalls | " | W. B. & Co. Popular, A. S. H. & Co. |
| Mills' Every Problems | " | Webster's | " | Channing's, Macm. |
| Prince's (6) | Ginn & Co. | Webster's School | " | Higginson's, L. G. & Co. |
| Wentworth's (4) | " | Tauchnitz's French | " | Armstrong's Primer of A. & Son |
| Wentworth & Hill (2) | " | " German | " | Johnston's, Am. Hist. Leaflets, |
| Hull's (2) | E. H. B. & Co. | " Italian | " | Lovel |
| New American (5) | " | " Spanish | " | Hansell's (2), U. P. Co. |
| Brooks's (7) | C. Sower Co. | Drawing. | " | Andrew's, Scribner |
| Brooks' Union (9) | " | Normal Course (9), S. B. & Co. | " | Mowry's B. & Co. |
| Hill's | S. F. & Co. | Prang Ed. Co. | " | English Histories. |
| New Business | C. M. F. P. | Complete Course (10), | " | A. B. C. |
| Practical | " | Prang Ed. Co. | " | Landor's, Thalheimer's, Green's, |
| Complete Accountant | " | Primary | " | Merrill's, Harper |
| Business Arith. | W. R. & R. Mental | Shorter | " | Montgomery's, Ginn & Co. |
| Atwood's (2) | D. C. H. & Co. | White's New Course (6), | " | Guest's Hand-book, Macm. |
| Walsh's (3) | " | Anthony's Tech. (2), D. C. H. & Co. | " | Gardiner's, L. G. & Co. |
| White's (2) | " | Thompson's (5), Chapman's (2) | " | Higginson & Channing's, " Summary, |
| Cuthburn's 1st Lessons, H. M. & Co. | " | A. S. B. & Co. | " | Short Histories, Montague's Constal, |
| Smith Harrington, Macm. | " | Graphic, (7) | " | Creighton's Epochs, |
| Bradbury sight | T. B. & Co. | Holmes' New Ser. (3), C. M. B. Co. | " | Stone's, T. B. & Co. |
| Cogswell's less. in Num. | " | Principles of Geom., L. S. & S. | " | Armstrong's Primer of A. & Son |
| Sheldon Ele. | Sheldon | Notting's Geom. | " | Gardiner's, H. H. & Co. |
| Stoddard's | " | Woolsey's | " | W. H. & Co. |
| New Franklin, (2) | " | Academy Series, Ally & Bacon | " | Moyle's, L. & S. & S. |
| Harper's Adv. | Harper | Silver Series (11), S. B. & Co. | " | Hallier's, Harper |
| Brooks' New Mental, C. S. & Co. | " | Treasured Thoughts, F. V. I. | " | Hames's, Kummer's Epitome, A. S. B. & Co. |
| Werner's (3) | Werner | Civics. | " | General History. |

Art.

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| Abbott | S. B. & Co. | Irish's Orthography & Ortho- | A. B. C. |
| Brown | " | raphy. | " |
| Diviners | Scribner | Irish's Orthography & Ortho- | " |
| Hunt | " | raphy. | " |
| Poynter | " | Irish's Orthography & Ortho- | " |
| Rosenkarten | " | raphy. | " |
| Goodyear's | A. S. B. & Co. | Irish's Orthography & Ortho- | " |
| Bookkeeping. | " | raphy. | " |
| Bryant Stratton's Com. Sch. | A. B. C. | Irish's Orthography & Ortho- | " |
| Bryant Stratton's High School | " | raphy. | " |
| Eaton's (2) | " | Irish's Orthography & Ortho- | " |
| Electric | " | raphy. | " |
| ayrsh's (2) | " | Irish's Orthography & Ortho- | " |
| M. G. & Co. | W. N. Regi r's | raphy. | " |
| W. N. Regi r's | Werner | Irish's Orthography & Ortho- | " |
| Werner | " | raphy. | " |

Astronomy.

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| Howe's | S. B. & Co. | Irish's Orthography & Ortho- | A. B. C. |
| Peck's | " | raphy. | " |
| Bowen's | A. B. C. | Irish's Orthography & Ortho- | " |
| Steele's | " | raphy. | " |
| Shawness & Phillips, J. B. L. Co. | Ginn & Co. | Irish's Orthography & Ortho- | " |
| Bull's Starland | " | raphy. | " |
| Young's (4) | " | Irish's Orthography & Ortho- | " |
| Newcomb's | Harper | raphy. | " |
| Barlow & Bryan, W. B. Clive | " | Irish's Orthography & Ortho- | " |
| Werner | " | raphy. | " |

Composition & Rhetoric.

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| Bryant Stratton's Com. Sch. | A. B. C. | Composition & Rhetoric. | A. B. C. |
| Bryant Stratton's High School | " | " | " |
| Eaton's (2) | " | " | " |
| Electric | " | " | " |
| ayrsh's (2) | " | " | " |
| M. G. & Co. | W. N. Regi r's | " | " |
| W. N. Regi r's | Werner | " | " |

French.

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| Dreyfuss's (2) | A. B. C. | French. | A. B. C. |
| Dufet's | " | " | " |
| Muzarelli's (2) | " | " | " |
| Smyth's 1st year, | " | " | " |
| Worms's (3) | " | " | " |
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| Dreyfuss's (4) | A. B. C. |
| Eclectic (6) | " |
| Keller's, | " |
| Vanderamissen's, | " |
| Worman's (4), Maynard's Ger. Texts (18), | " |

Italian.

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| Gems of Literature, Morse Co. |
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Geography.

A Bobbing Wind.

A curious instance of the effect of the shape of the ground upon the wind blowing over it was recently noted by Monsieur Batut as he was experimenting with kites in France. When a north wind floated the kite the latter kept its balance easily, but when the wind came from the south or southeast the kite pitched and bobbed in a very irregular manner. The explanation was furnished by the character of the surface over which the wind had passed. Coming from the north it had a plain country to blow over; but coming from the south and southeast, it passed across broken hills, which set it into irregular puffs and undulations.

About Libraries.

There are 5,338 libraries in the United States.

The library of Congress is the largest library in the country.

The largest library in the world is the national library of France, founded by Louis XIV, and which now contains 1,400,000 books, 300,000 pamphlets, 175,000 manuscripts, 300,000 maps and charts, 150,000 coins and gold medals, 1,300,000 engravings and 100,000 portraits.

It is said that the Indian library of the British India office, which is now being catalogued, will be when finished the most complete library of Oriental literature in the world.

An estimate has been made from published yearly statistics showing that of \$500,000 spent in twenty of the leading libraries of this country, a little over \$170,000 was devoted to books, while other expenses consumed \$358,000. In the Mercantile Library of New York city it costs 14 cents to circulate a volume; in the Astor, 14½ cents are spent on each volume, or 27 cents on each reader; in Columbia college library, 21½ cents per reader; in the Library Company of Philadelphia, 26 cents per volume, or 10 cents per head.

The aggregate circulation of books from the Chicago public library during the year past, according to the report, was 1,173,586. This is a larger circulation than that of any other library. Manchester, in England, has a circulation of 975,944 volumes; Boston has 847,321; and Birmingham, in England, stands next in aggregate circulation. The San Francisco public library has a circulation slightly less than one-half of that of the Boston library.

Pears'

To keep the skin clean is to wash the excretions from it off; the skin takes care of itself inside, if not blocked outside.

To wash it often and clean, without doing any sort of violence to it, requires a most gentle soap, a soap with no free alkali in it.

Pears', the soap that clears but not excoriates.

All sorts of stores sell it, especially druggists; all sorts of people use it.

The Bright Side of Life in Siberia.

Thomas G. Allen, Jr., who traveled across Asia on a bicycle, shows in the March "Ladies' Home Journal," that we hold many erroneous ideas regarding Siberia and her people. There are fashions and fashionable people even in Siberia, and according to Mr. Allen one meets as well-dressed women in Siberia as are to be found in any European city. The social forms that exist in the large cities of Russia are observed in Siberia, and the fashionable people of that vast province enjoy life to the full. Mr. Allen's pictorial article on "In Fashionable Siberia" will present a really attractive picture of a land which the public mind has always associated with sterility, perpetual cold, and unrelieved human suffering.

Building Notes.**ARIZONA.**

Phoenix.—Proposals will be received at the Phoenix Indian Industrial school for furnishing all material for buildings under construction. Write Indian Office, Washington, D. C.

CANADA.

Berlin (Ont.)—Arch. H. Braiuff will build school-house at Wellesley.

Moulineit (Ont.)—Mr. J. A. Raymond received tenders for building a school-house in Sec. 6, Shieck's Island.

Toronto (Ont.)—An addition will be made to St. Michael's College. Cost \$25,000. Write Arch. A. A. Post, 701 Mooney building, Buffalo, N. Y.

CONNECTICUT.

Hartford will erect school-house for Washington school district.

New Haven will erect a new hall, an addition to its school; cost \$3,000.

Hartford will erect a new high school; cost \$30,000.

New London will erect a new parochial school; cost \$20,000. Arch. James Sweeney.

Stamford will build school-house. Write Edwin S. Holly.

DELAWARE.

Wilmington will erect a new school. Arch., G. I. Lovatt.

DISTRICT OF COLUMBIA.

Washington will erect a annex to the Peabody school; cost \$24,804.—Will construct eight-room school-house on Marshall street.

GEORGIA.

Abbeville will build addition to college; cost \$2,000.

Athens will erect a new state normal school. Write Bruce & Morgan.

Augusta will erect a new school building; it is to be called the Forest Park; cost \$60,000.

Washington will build a new school-house. Edward F. Barrows, architect.

ILLINOIS.

Aurora will build a new school-house. Write H. Mueller; cost \$12,000.

Chicago will erect a new two-story school-house; cost \$8,000. Write board of edu-

cation.—Will erect an addition to the Prescott school; cost \$45,000.

Evanston will erect a new academy; write D. H. Brunham & Co., architects.—Henry J. Schlacks, archs., Schiller building, is to build parochial school for St. Nicholas Catholic church; cost \$12,000.

Golden will build school-house. Write S. Selby, clerk.

INDIANA.

Anderson will erect a new high school; cost \$50,000.

Decatur—Bids will be received for the construction of a new brick school-house; William Hall, trustee of Hartford township.

Fort Wayne will erect a new school-house. M. J. Stock & Co., architects.—Will erect a new Catholic school; cost \$12,000.—Will erect a new school-house; cost \$12,000. A. Gundel, architect.

Mount Summit will erect a new school-house. Write Oliver C. Arnold.

Newmarket will erect a school-house; cost \$100,000. C. T. Griffith, architects.

IOWA.

Iowa City will erect a new college. Ottumwa will erect a new high school. Shellrock will erect school house. Write S. W. Remington.

Modern Treatment of Consumption

The latest work on the treatment of diseases, written by forty eminent American physicians, says: "Cod-liver oil has done more for the consumptive than all other remedies put together." It also says: "The hypophosphites of lime and soda are regarded by many English observers as specifics for consumption."

Scott's Emulsion

contains the best cod-liver oil in a partially digested form, combined with the Hypophosphites of Lime and Soda. This remedy, a standard for a quarter of a century, is in exact accord with the latest views of the medical profession. Be sure you get SCOTT'S Emulsion.

All druggists; soc. and \$1.00.
SCOTT & BOWNE, Chemists, New York.

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|--------------------------------|---------------|--|---|------------------------------------|---------------------------------|-----------|
| Smith Smaller, | Harper | Biggs's <i>Cicero & Caesar</i> , S. F. & Co. | Johnson's, S. B. & Co. | Blindell's (4), Ginn & Co. | Ginn & Co | Shepard's |
| Smith's, | Allyn & Bacon | Chase's <i>Stewart's Hist. yr.</i> , E. & Bro. | Griggs', H. B. & Co. | Phys. & Health (8), E. H. B. & Co. | Skinner's | A. R. C. |
| Pennell's | | " Caesar | Joh. W. Tuft's, | Mill's (4), E. & Bro. | Morris' (4), J. R. L. Co. | |
| | | " Aeneid, | Zuchtmann System, K.-R. Co. | Gage's Anatomy, A. S. B. & Co. | Macmillan's, (7), Mac- | |
| | | " Cicero, | Manual Training. | Foster & Shore's, Macmillan. | Burton's Hist. Read., Morse Co. | |
| Barnes' <i>Brief History</i> , | A. B. C. | " Horace, | Compton's 1st Lessons in | Thornton's, L. G. & Co. | Dodge's, | |
| Fyffe's, | " | " Saltus, | Wood Working. | Baldwin's, (8) Werner | L. & | |
| Thalheimer's, | " | Bennett's <i>Gram. Allyn & Bacon</i> | Larsson's Wood Carving | Ames Theory of Physica, Harper | Waters' (2) | |
| Myers', | Ginn & Co. | Kelsey's <i>Gallic War</i> , | E.L.K. & Co. | Moral Phil. and Ethics, | Blindel's Civil War, | |
| Oman's, | L. G. & Co. | " Cicero, | " Working Drawings of | Janet's El. of Morals, A. B. C. | " | |
| Robertson's | Macm. | Lindsay & Rollins' <i>Easy Les.</i> , | Sloyd Models | Peabody's Moral Phil., " | Jonroe's | |
| Jevon's Literature, | Scribner | Reife's <i>Virt Romae</i> , | Hoffman's Sloyd System | Haven's, Sheldon | Green's English, Harpe | |
| Curtius', | " | Seudder's 1st Reader, | Wood Working. | Mackenzie's Ethics, W. B. Clive | Readers, Geographical, | |
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KANSAS.

Independence will erect a new high school. H. M. Hadley, architect.

MASSACHUSETTS.

Adams will erect a new school; cost \$25,000. Alexander Pecor, architect.

Beverly will erect a new \$40,000 school-house.

Boston will erect a new school building.

Write Wm. H. Gray, superintendent.

Will erect a new school; cost \$50,000.

George A. Moore, architect.

Malden will build school-house. Write Wm. H. Hawley, clerk.

Northfield will erect a new school and gymnasium. Write Lomb & Rich, architects.

Westfield will erect a new school-house; cost \$20,000. Augustus W. Holton, architect.

Detroit will build school-house; cost \$28,000. Write Malcomson & Higginsbotham, architects, 53 Moffat building.—

Will erect new school-house for board of education; cost \$8,000. Malcomson & Higginsbotham, architects.

Hancock will erect a new school-house.

Write H. C. Brock.

Marquette.—Bids were received by the board of education of West Branch township.

Atwater will build school-house. Write Orff & Guibert, architects, Minneapolis.

Cloquet will build school-house. Write Albert Cox, clerk.

Dodge Center will erect a new school-house; cost \$15,000.

Faribault will erect a new school-house.

Olof Hanson, architect.

Hutchinson will erect a new high school; cost \$20,000.

MICHIGAN.

Minneapolis will erect a new school-house; cost \$7,000. F. G. Corser, architect, New York City.

Pipestone will erect a school-house.

St. Cloud will erect school; cost \$25,000.

White Bear.—A school-house will be built near Bald Eagle lake. Write Bassford & Donohue, architects, 28 Gilfillan block, St. Paul.

MINNESOTA.

Atwater will build school-house. Write Orff & Guibert, architects, Minneapolis.

Cloquet will build school-house. Write Albert Cox, clerk.

Dodge Center will erect a new school-house; cost \$15,000.

Faribault will erect a new school-house.

Olof Hanson, architect.

Hutchinson will erect a new high school; cost \$20,000.

MISSISSIPPI.

Hattiesburg school was destroyed by fire; the loss is said to be quite heavy.

NEW JERSEY.

Camden board of education will erect a new high school; cost \$50,000.

Cranford will erect two new school-houses; cost \$2,100.

East Orange will build school. Write Boring & Tilton, architects, 57 Broadway, N. Y.

[Continued on page 414.]

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[Continued from page 411.]

Jersey City will erect a new Catholic school. Write Herman Kreitler.

Trenton will erect a new high school; cost \$100,000. Write F. S. Allen, architect, Joliet, Ill.

West Orange will erect a new high and grammar school; cost \$35,000. Rositer & Wright, architects.

NEW YORK.

Mt. Vernon will erect a new school. Write board of education.

New York will erect a new parochial school. Write Elliot Lynch, architect, Twenty-sixth street and Broadway.

Rome will build an academy and convent.

NORTH DAKOTA.

Aneta will build school-house. Write Thomas Franklin, clerk.

Elkwood was awarded \$660 for erection of two school-houses; will erect school-house. Write Robert Robertson, clerk.

Fessenden will erect school-house. Write O. S. Hovey, clerk.

Ruby.—Bids will be received for building a school-house in Rugh Township. Write Peter P. Aga Ruby.

OHIO.

Canton will erect a new school-house; cost \$8,000.

Cleveland has passed a bill giving \$200,000 for the erection of a new school.—will erect a new school; cost \$47,000.

Columbus will erect a new high school; cost \$50,000. Write Arch. David Riebel.

Girard will build school-house. Write G. J. Jones, clerk.

Hamler will erect school-house. Write Chestney & Kelley, Toledo, archs.

Paradise Hills will erect a new school-house. Write board of education.

Youngstown will erect a new school-house; cost \$20,000. Write board of education.

PENNSYLVANIA.

Allegheny will erect a new addition to its school, cost \$25,000. Write Bartler & East.

Charleroi will build school-house; cost \$25,000.

Gansdale will erect a new school-house; cost \$20,000. H. Conver, arch.

Lansdale will erect a new school-house; cost \$18,000. Arch. Conver.

Philadelphia will erect a new parish school; cost \$50,000.—Arch. R. W. Boyle, 1,208 Chestnut street, is preparing plans for a parochial school.

Pittsburg will erect a new school; cost \$15,000. Write county superintendent of schools, Hamilton.

Scranton will erect a new school; cost \$40,000.

Sellersville will build an addition to its school. Arch. W. Martin.

Wilkesbarre will erect school-house on S. Main St. Write commissioner.

RHODE ISLAND.

Newport will erect a new school; cost \$33,000. Creighton Withers, arch.

SOUTH DAKOTA.

Rapid City will erect school-house. Write O. L. Cooper, secy.

TEXAS.

Elgin will erect a new school-house; cost \$8,000. C. H. Page, arch.

VIRGINIA.

Old Point Comfort.—Arches. Peebles & Sharpe, Columbia Building, Norfolk, have prepared plans for college buildings for Xaverian Brothers; cost \$30,000.

Roanoke.—A Catholic school building will be erected; cost \$10,000. Write Arch. Carl Ruehrmund, 10th and Main Sts., Richmond.

WISCONSIN.

Leopold will erect a new high school; W. W. De Long, arch.

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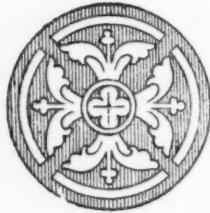
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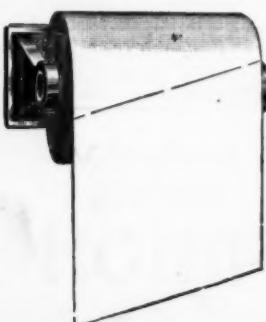
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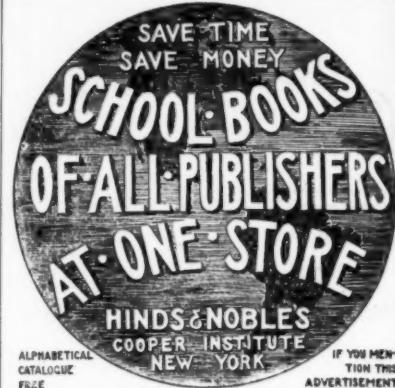
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